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ABSTRACT

This report sets forth the design, procedures, and findings of the Ann Arbor Split-Trimester Feasibility Study. The plan is based on a school year of 216 days as opposed to the present 180 days and is organized into six split-trimester terms, with students attending five terms for a total of 180 days. The plan provides a universal 30-day summer vacation in addition to the elected split-trimester vacation term. The choice of the plan over others is justified by staff readiness, curricular flexibility, and instructional individualization. Study findings are considered under three headings: economic feasibility, instructional feasibility, and social feasibility. The report concludes that the plan is economically feasible for any school district undergoing high growth rates in pupil population. Appendixes include reports by the Instructional Feasibility Study Committee, The Class Scheduling Study Committee, and the Economic Feasibility Study Committee. Materials disseminated by the Survey Committee are also provided. (JF)

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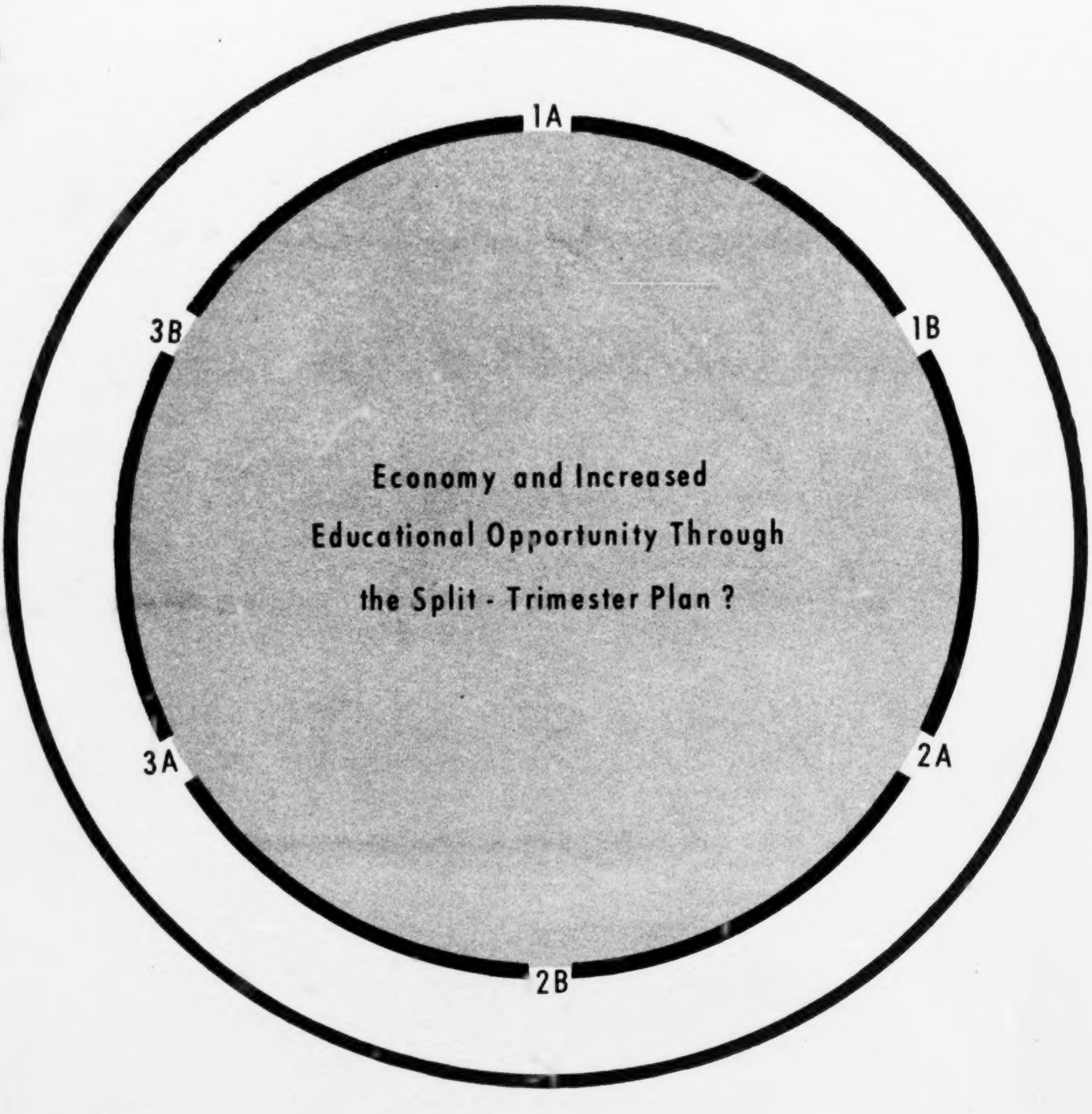

Economy and Increased Educational Opportunity Through the Split - Trimester Plan ?

THE ANN ARBOR SPLIT - TRIMESTER EXTENDED SCHOOL YEAR PLAN

A FEASIBILITY STUDY REPORT

EA 003 561

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A FEASIBILITY STUDY REPORT
concerning the
Implications of Instituting a Split-Trimester Calendar Plan
in the
Ann Arbor Public Schools

Submitted to
The State of Michigan, Department of Education
Under the Authority of Section 1 of Act No.312
of the Public Acts of 1968 and Section 14 of
Act No. 287 of the Public Acts of 1964.

Submitted by
The Public Schools of the City of Ann Arbor
1220 Wells Street, Ann Arbor, Michigan
W. Scott Westerman, Jr., Superintendent

June, 1970

The Ann Arbor Public Schools
Extended School Year Feasibility Study Executive Committee

Ivan L. Bare	Executive Committee Chairman Director of Grant Programs
David R. Harrell	President of the Ann Arbor Education Association
John W. Hubley	Community Survey Committee Chairman Assistant to the Superintendent for Community Services
Alexander M. Nelson	Feasibility Study Coordinator
William R. Rude	Economic Feasibility Study Committee Chairman Principal, Forsythe Junior High School
Sam M. Sniderman	Instructional Feasibility Study Committee Chairman Assistant Superintendent for Instruction
W. Scott Westerman, Jr.	Superintendent of Schools
Stanley Zubel	Class Scheduling Feasibility Study Committee Chairman Director of Personnel

Consultants to the Study

Henry Garland	Florida State University Professor of Mathematics
Raymond E. Kehoe	University of Michigan Associate Director, Bureau of School Services
Philip H. Schoo	University of Michigan Consultant, Bureau of School Services
George I. Thomas	New York State Department of Education Consultant, Office of Research and Evaluation

TABLE of CONTENTS

Preface

Chapter I: Introduction

Chapter II: Study Organization and Procedures

Chapter III: Summary of Study Findings

Appendices:

Reports by the Instructional Feasibility Study Committee

Report by the Class Scheduling Feasibility Study Committee

Report by the Economic Feasibility Study Committee

Materials Disseminated by the Survey Committee

Report of Survey Findings by the U-M Bureau of School Services

PREFACE

The concept of extending the use of school facilities beyond the traditional 180 class days is well established in both educational theory and practice. During the first third of this century, the following school districts operated extended school year programs: Bluffton, Indiana (1904-15); Nashville, Tennessee (1927-32); Newark, New Jersey (1912-31); Omaha, Nebraska (1918-31); and Aliquippa, Pennsylvania (1928-38). Further, six school districts in the metropolitan area of Atlanta, Georgia are currently operating extended school year programs, and many other districts are now considering a move to an extended school year calendar plan.

There is reason to believe that the extended school year concept now constitutes a synthesis of several pressures which are operative nationally. First, significant pressure exists to find more economical ways to operate school programs. Secondly, there is a growing pressure for reform of the schools to make school programs more effective in meeting children's needs. And, thirdly, the knowledge explosion which has assumed revolutionary proportions during the past thirty years has rendered every school curriculum suspect. The above pressures may be generalized as issues concerning educational effectiveness and educational efficiency.

Among those who view the extended school year movement as a possible synthesis of school effectiveness/school efficiency theses, the key question is neither "How can schools be operated more economically?" nor "How can the schools do a better job of helping children learn?" The crucial question which the advocates of extended school year planning have formulated is "How can *greater* educational opportunity be provided *economically?"*

The juxtaposition of the school effectiveness/school efficiency concerns is reflected in the theme of the recent study by J. Alan Thomas (School Finance and Educational Opportunity in Michigan) and in the writings of George I. Thomas (notably Economy and Increased Educational Opportunity Through Extended School Year Programs).

Many educators view the extended school year movement as a panacea devised by visionaries. They point out that the issues of school support and effective educational programming are too complex to be resolved through the expedient of extending the school year. They thus point out that the educational goals of the extended school year movement are unrealistic. In response to these concerns, advocates of extended school year programming point out that the movement's goals are no more unrealistic than are the goals of educators who feel that the traditional school year can be perpetuated in view of the magnitude of the taxpayers' rebellion and the allegedly archaic nature of traditional school year curricula.

Also, it should be realized that the thrust for educational improvements exists totally apart from the issue of extended school year programming. The national school reform movement has concerned itself with the identification of ways to improve the quality of American education for a great many years. And it is a certainty that this healthy concern will exist long after the present debate concerning the merits of extended school year programming have been resolved. Recently the prime components of the national school reform movement were enumerated by Professor Richard I. Miller in a task force report submitted to the Subcommittee on Education of the U.S. Senate Committee on Labor and Public Welfare (see Catalyst for Change, A National Study of ESEA III, April, 1967). According to Dr. Miller and his colleagues, the school reform movement consists of six primary elements, each of which is capsulized below:

Content Revision: It was pointed out that major revisions in many fields of learning are now occurring every 5 to 10 years. Consequently the issue we once knew as the "problem of content coverage" is now obsolete. As a result of the knowledge explosion, content coverage is no longer a difficult problem, it is an impossible one. The key to new approaches to content revision revolves around the concept of shifting learning emphasis from *inventory* to *transaction* -wherein *inventory* features the storage of accumulated knowledge for little specific purpose and *transaction* features a learning process of making knowledge active and useful. Also, major strides are being made toward giving each child the experience of personal discovery rather than a guided tour through a mass of deductions reached by others.

Educational Technology: Reform aims in this area feature the synchronization of technology with the on-going instructional program in terms of valid objectives and the abilities, interests and relevant backgrounds of students. The fear of "teachers being replaced by machines" must be abandoned in order to achieve the above objective. Although there is no question whatever that education, as now structured, is a labor intensive industry, there is also no question that technological breakthroughs can make teaching more rewarding and more resultful - in much the same way that technological breakthroughs in medicine and dentistry have made those professions more rewarding and resultful. In order to translate this into realization, instructional emphasis must shift from inventory to transaction and from teaching to learning. Recently emergent technology in the areas of multi-media procedures and programmed learning processes can go far in implementing the above shift in emphasis. Yet this process demands that a systems approach be applied to educational technology which synchronizes the technology with the on-going instructional program.

Equalized Opportunity: This reform thrust focuses heavily on disadvantaged learners, but in its larger sense the concept of equalized opportunity pertains to all children - the gifted as well as the disadvantaged. The goal is not to provide a homogeneous educative experience to all children but to provide a quality educative experience to all children in terms of their heterogeneous abilities, interests, and backgrounds.

Individualized Instruction: The thrust of reform in this area aims at translating the national rhetoric concerning the inherent worth of every citizen into realization in our educative processes. Yet the concept of individualizing instruction has almost as many definitions as it has advocates. The emergent definition of individualized instruction, however, is this one: "it consists of planning and conducting with each student a program of studies that is tailored to his learning needs and his characteristics as a learner." This definition is applicable to group settings, provided that the instruction which each group member receives is appropriate for him. The basic premise which individualizatio is based upon relates to pupil variability in learning rates and achievement - the typical ability range in any grade equals two/thirds of the median chronological age for the grade! In view of such variability, the "convoy approach" to instruction is foredoomed to failure.

Organizational Flexibility: This reform area is related to the foregoing thrusts concerning individualization, content revision, technological advance, and equalized opportunity in that none of those reforms can be attained within a rigid pattern of school organization. Organizational dynamics are viewed as facilitators of instructional advance. As such, organizational patterns (i.e. flexible scheduling, team teaching, non-gradedness, etc.) can influence instruction, but such patterns cannot offset the inhere disadvantages posed by an antiquated curriculum and poorly prepared teachers. Organizational change, therefore, should not be confused per se with instructional improvement. Yet organizational flexibility holds great promise for American education as a means of loosening the plaster of tradition and inertia which can have ripple effects that often produce positive spin-off in numerous ways for instructional improvement.

Teacher Renewal: The traditional classroom role of the teacher as the almost sole source of pupil learning is changing toward that of middleman or a catalyst for learning. Technological advance in instructional media within an individualized élan is shifting the teacher's functions to diagnosis, analysis, interpretation, and evaluation in classroom settings. These functions require higher skills than are involved in descriptive fact transmission and routinized instructional procedures. The emergent role and instructional emphases entail additional training to enable teachers to practice self-renewal. The traditional approach of restricting teacher training to preservice experiences is obsolete. Preservice credentialing experiences admit the teacher to classrooms as an instructional practioneer, but in order for the practice of instruction to be updated and perfected, it is imperative that in-service training occur perpetually.

Of the above points in the school reform movement, perhaps the point which has the most cogency for the extended school year movement relates to organizational flexibility. Every extended school year plan which is worthy of the name features organizational flexibility innovations. Yet, as noted by Miller, organizational innovations merely facilitate instructional advance - they do not constitute instructional advance. It may be concluded, therefore, that the test of a given extended school year design does not rest with the economic savings it generates but with the degree to which the design facilitates content revision, technological advance, equalized opportunity, individualized instruction, and teacher renewal. And if those elements of generic instructional improvement can be facilitated through the installation of a specific extended school year program in ways which are economically feasible, then the extended school year concept indeed has a great deal to offer to American education.

In an effort to translate the pros and cons of extended school year programming into more specific terms, the Ann Arbor Public Schools submitted a feasibility study proposal to the Michigan Department of Education in January, 1969. Our proposal was predicated on a study of the feasibility of a split-trimester version of an extended school year plan. In undertaking the study, we felt that we could simultaneously make a contribution to the extended school year movement generally as well as a contribution to the local scene.

The design of the Ann Arbor Study, the procedures which were employed, and Study findings are recorded in the following pages.

Ivan L. Bare
ESY Feasibility Study Executive Committee Chairman

June, 1970

Chapter I INTRODUCTION

The purpose of this report is to set forth the design, procedures, and findings of the Ann Arbor Split-Trimester Feasibility Study. In the present chapter an attempt is made to provide background information concerning the Study and to define the general nature of the split-trimester extended school year plan.

In January, 1969, the school system submitted a proposal to the Michigan Department of Education entitled "A Feasibility Study Proposal Concerning the Possible Educational and Economic Advantages of Instituting a Split-Trimester School Year in the Ann Arbor Public Schools." On April 24, 1969, Superintendent Westerman received a letter from Dr. Kellogg which announced that a grant of $18,500 had been awarded to us to finance the conduct of the study.

The primary stimulus which prompted submission of the proposal was the Ann Arbor Board of Education's continuing desire to explore school year designs which held promise of improving the quality of our educational program in ways which were economically and socially feasible. This interest had led to an appraisal of the Staggered Four Quarter Plan during the 1967-68 school year. Results of that appraisal revealed that the Staggered Four Quarter Plan lacked support in this school district. Consequently, when the Michigan Department of Education announced intent to fund extended school year feasibility studies in December, 1968, the Ann Arbor Board of Education authorized the submission of a plan which incorporated the split-trimester design.

The characteristics of the Ann Arbor Split-Trimester Design as finally approved are as follows:

- School would be in operation for 216 class days annually as opposed to 180 days under the two semester plan.
- The school calendar would be organized into a series of six split-trimester instructional terms, with each term being thirty-six class days in duration at all grade levels.
- Every student would be scheduled to attend classes for five split-trimester terms (180 class days) each year, and each student would be required to elect a vacation term from the six available terms.
- A universal summer vacation of 30 consecutive days duration would be provided to all students in addition to the elected split-trimester vacation term.
- Vacation terms would be arranged on the basis of parental declarations each of which would set forth three vacation term options. School officials would assign vacation terms in response to parental choices.

The above definitions provided a structure for the assessment of the economic, educational, and social feasibility of the split-trimester plan. It is to be noted that these areas of feasibility are closely interrelated, that none of them is meaningful in its integrity. This point becomes clear when it is realized that the goal of a viable extended school year plan is to improve educational opportunity in economically feasible ways. An even a plan that is both educationally and economically feasible still cannot be implemented unless it is also socially feasible. This is the reason for stressing the concept of synthesis in the preface to this report. With that major qualification in mind, we will now move to a general consideration of the economic, educational, and social feasibility of the Ann Arbor split-trimester plan as it is defined above.

Under the Ann Arbor Split-Trimester Plan, economic advantage is sought through the mechanism of staggered vacations which produces the result of having only 5/6 of the pupil population in school at a given time - since 1/6 of the students would be on vacation at all times. This feature releases 1/6 of existing school facilities to accommodate future student population growth, and, thereby, reduces the school system's needs for new classrooms in the future. But to be measured against the possible long-range savings resulting from a curtailment of new classroom construction are the added costs which would be occasioned by operation under the split-trimester plan.

Educational advantages which would be sought under the split-trimester plan consist of the possibility of introducing a more flexible and individualized instructional program than is attainable under the two-semester plan. In order to demonstrate the feasibility of this goal, however, it is necessary to learn whether or not the thirty-six day instructional term held promise as an instructional unit for curriculum reorganization and whether or not the resultant curriculum could be scheduled.

Under the split-trimester plan, social advantage was felt to inhere in the heightened flexibility which the plan would give to vacation planning for families - since under the plan parents could elect a vacation period from the entire seasonal array in addition to the universal August vacation period. Further, if the total plan was also found to be economically and educationally feasible, social advantage would be substantially increased. But to be measured against the advantages of vacation flexibility are the implied changes in life-style which would inhere in the mandatory vacation term concept, since 1/6 of all students would have to be on vacation during each of the six instructional terms in order to yield economic advantage for the plan.

In the next chapter of this report, a description is provided concerning the procedures which were employed during the conduct of the Ann Arbor Feasibility Study. But before moving to that matter, it might be worthwhile to indicate the reasons why Ann Arbor selected and refined the split-trimester version of an extended school year plan for study instead of one of the other existent varieties of extended school year plans. First, as noted above, we had tested the feasibility of the Staggered Four Ouarter Plan and found that it lacked community support. Secondly, our situation dictated that we explore a plan which held promise of reducing our needs for future classroom construction but which also held promise of gaining community support. The need for reducing future construction needs inheres in the school district's status as one featuring burgeoning pupil population growth, as attested by the fact that pupil population in the Ann Arbor Public schools increased from 11,475 in 1959-60 to 20,105 in 1969-70 - during that same period our total staff increased from 519 in 1959-60 to over 1,200 in 1969-70. Further, present pupil population forecasts indicate by 1979-80 our pupil population will stand at 26,155. The pressures for new classrooms which prevailed throughout the decade of the 60's, therefore, appear to constitute a persistent trend which will continue to operate throughout the decade of the 70s' in the Ann Arbor School District.

The primary social and educational reasons which dictated our choice of the split-trimester plan over any of the plans featuring quarters rested with the superior appeal which we felt the split-trimester plan held for community acceptance and curriculum revisions. For whereas the quarter plan, in any of its versions which release capacity, involves giving families only four choices of vacation terms, the split-trimester plan provides six vacation term options. Further, whereas vacation terms under the quarter plans are twelve weeks in duration, vacation terms underthe split-trimester plan are only seven weeks in duration. Finally, whereas curriculum revision under the quarter plans is structured by a twelve week instructional term, the structuring instructional term under the split-trimester plan is only seven weeks in duration. For the latter reason, it was felt that a revised curriculum under the split-trimester plan could be far more flexible, individualized, and demanding of technological advance than would be the case under a quarter plan.

The above considerations dictated our choice of the split-trimester plan over any form of quarter plan. As regards the reasons why we selected the split-trimester plan over the Multiple-Trails Plans, the prime consideration here was staff readiness. For whereas the Multiple-Trails Plan involves the implementation of continuous progression in grades K-12, the split-trimester plan retains the accustomed graded structure in at least grades 7-12. We concluded that the proposed transition from a two-semester plan to a split-trimester plan could be implemented far more readily in terms of staff readiness than could the far more complex transition from a two-semester plan to a purely continuous progression plan. Still it is to be noted that after the transition had been completed from the two-semester plan to the split-trimester plan, the further transition to a purely continuous progression plan would be greatly facilitated.

Chapter II Study Organization and Procedures

Implementation of the Feasibility Study involved the creation of the Study's proposed organizational units and their formation into functioning bodies. The approved proposal provided for the following organizational units:

- A Steering Committee to serve as an executive council for the total study.
- A Study Coordinator to provide continuing attention to the intermeshing of the efforts of the total study team.
- An Instructional Feasibility Study Team to assess the instructional/curricular implications of the Split-Trimester Design.
- A Class Scheduling Study Team to assess the scheduling implications of the Split-Trimester Design.
- An Economic Feasibility Study Team to assess the economic implications of the Split-Trimester Design.
- A Survey Team to assist in the assessment of staff, student, and community opinions concerning the Split-Trimester Design.

Formal implementation for the Study occurred in September, 1969, when Superintendent Westerman appointed the Feasibility Study Executive Committee consisting of the chairmen of the four substantive committees, plus four additional members who, by the nature of their assignments, had system-wide and/or Study-wide perspectives to bring to bear during the Study period. The membership of the Study Executive Committee was designated as follows:

Ivan Bare, Director of Grant Programs and author of the Split-Trimester Feasibility Study Proposal, was named Executive Committee Chairman.

David Harrell, President of the Ann Arbor Education Association, was appointed to the Executive Committee to assure that teachers' perspectives would be represented on this body throughout the Study period.

John Hubley, Assistant to the Superintendent for Community Relations, was appointed Chairman of the Survey Committee.

Alexander Nelson, a superintendent of schools in Michigan for nineteen years and currently a candidate for a Doctor of Philosophy degree in Education at the University of Michigan, was appointed as Study Coordinator on a one/third time basis.

William Rude, Principal of Forsythe Junior High School, was appointed Chairman of the Economic Feasibility Study Committee.

Sam Sniderman, Assistant Superintendent for Instruction, was appointed Chairman of the Instructional Feasibility Study Committee.

W. Scott Westerman, Jr., Superintendent of Schools, in accepting active membership on the Executive Committee, thereby, indicated the significance which he attached to the total Study.

Stanley Zubel, Director of Personnel, was appointed Chairman of the Class Scheduling Feasibility Study Committee.

The Study Executive Committee met periodically throughout the Study period for the purposes of articulating the various phases of the Study, resolving operational impasses, and legitimating decisions involving major Study procedures. Such activities were expedited by virtue of the fact that the chairmen of all four substantive committees were members of the Executive Committee. One of the first major decisions which the Executive Committee made concerning the Study related to the initial Split-Trimester Design which featured three trimesters with only the third trimester being split. It was concluded that the educational feasibility of the Split-Trimester Design would be enhanced by splitting each of the three trimesters into instructional terms of thirty-six class days. Also, the Executive Committee conclud that the proposal's initial reliance on the acceleration of students through grades 7-12 for economic advantage should be replaced by reliance on staggered attendance as the basis of probable economic advantage for the Split-Trimester Design. Both of the above major modifications in the Split-Trimester Design were subsequently approved by the Michigan Department of Education.

Prior to the initiation of deliberations by the four substantive committees, the following materials were supplied to all members of the Executive Committee: The Ann Arbor Extended School Year Study Proposal; A recap of the Extended School Year Conference which was held in Lansing in April, 1969, and which featured major presentations by Mr. Reid Gillis of Fulton County, Georgia, Dr. George I. Thomas of the New York State Department of Education, and by Mr. Bob Sternberg of the Michigan Department of Education.

Also, prior to the initiation of intensive deliberations by the Study committees, committee chairmen and other key members of the total Study team attended the Port Huron Extended School Year Conference, at which time Mr. Reid Gillis and his associates from Fulton County, Georgia, made in-depth presentations concerning the Fulton County Four-Quarter Plan.

As the Study got into motion, all committees were supplied with copies of the following materials: a series of bulletins entitled "Split-Pointers" and a comprehensive bibliography covering all major publications relating to the extended school year concept were supplied by the Study Coordinator; the Executive Committee disseminated documents entitled, "The Intent of the Ann Arbor Public Schools Feasibility Study" and "A Synopsis of the Ann Arbor Public Schools Feasibility Study" to all staff members who were involved in the Study. Finally in February, 1970, Dr. George I. Thomas from the New York State Department of Education served as a resource person and consultant to the total Study during an intensive two-day visit which included "An Open Forum" to which the total community was invited, as well as sessions in small group settings with the Study's various committees and subcommittees. Finally, the Study Coordinator served as a major resource person to the total Study throughout the Study period. His activities included interviews with school officials in Michigan who had experimented with instructional designs other than the traditional two semester plan, and he maintained continuous correspondence with selected school officials on a national scale in order to provide needed information to the various committees.

In the remainder of this chapter, an attempt is made to indicate the organizational patterns and procedures which were employed by the four substantive committees as they probed the Split-Trimester Design from a feasibility perspective.

I. Organization and Procedures Employed by the Instructional Feasibility Study Committee:

The basic charge of this committee was essentially to answer this question: "Could an instructionally feasible educational program for grades K-12 be developed in terms of the proposed Split-Trimester calendar plan?" In probing this complex question, Dr. Sniderman divided the committee into twelve subcommittees, each of which was charged with the assessment of a phase of the total question. The instructional study subcommittees and their chairmen were the following:

Dr. David Aberdeen, Thurston School Principal, Elementary Program
Mrs. Ruth Beatty, Art Coordinator
Mr. George Bigelow, Business Education Departmental Chairman
Mr. Glenn Dickerson, Industrial Arts Departmental Chairman
Miss Alice Hach, Mathematics Coordinator

Miss Elise Harney, Physical Education Coordinator
Mr. Leonard Hoag, Social Studies Coordinator
Mr. Harry Regenstreif, Foreign Language Coordinator
Miss Jean Reynolds, Language Arts Coordinator
Dr. John Rosemergy, Science Coordinator
Mr. Lewis Wallace, Music Coordinator
Mrs. Karen White, Home Economics Departmental Chairman

Procedures employed by the above subcommittees included the following:

- The subcommittees each involved selected classroom teachers on a released time basis in studying the possible instructional feasibility of the Split-Trimester calendar for the various curricular areas.
- Most of the subcommittees held department-wide sessions to secure perceptions of the total staff concerning the Split-Trimester plan's instructional feasibility.
- All of the subcommittees were represented in sessions with Dr. Thomas during the two day period of intensive consultation which he provided to the total Study. And the Study Coordinator, Mr. Nelson, met with the subcommittees as an observer and resource person during the time when the subcommittees were operative. Finally, the Mathematics Subcommittee obtained the consultive services of Professor Henry Garland as a part of this group's study process.
- Following the above involvement processes, each subcommittee drafted a report of findings. These reports appear in the appendices section of this document.

II. Organization and Procedures Employed by the Class Scheduling Feasibility Study Committee.

"Could pupils be feasibly scheduled into classes under the Split-Trimester plan?" That was the basic question which this committee studied. Study of the class scheduling implications of the Split-Trimester plan was complicated by the fact that intensive study of this dimension could not get under way until after the general findings of the Instructional Feasibility Study Committee had become available. During the interim period, the Study Coordinator supplied the Class Scheduling Feasibility Study Committee Chairman with considerable data relating to modular scheduling and computer assisted scheduling generally.

In assessing the feasibility of class scheduling under the Split-Trimester plan, Mr. Zubel was assisted by Mr. Gene Maybee (Principal of Tappan Junior High School), Mr. Theodore Rokicki (Principal of Pioneer High School), and Dr. David Aberdeen (Principal of Thurston Elementary School). Contacts were also made with the Data Processing Center of the Washtenaw County Intermediate School District - the unit which provides computer assistance to our present scheduling procedures. Finally, Dr. Thomas provided a substantial amount of counsel to this committee during the course of his consultive visit.

The report of findings by the Class Scheduling Feasibility Study Committee appears in the appendices section of this report. It is to be noted that we had initially planned to make micro runs of Split-Trimester scheduling procedures in our initial proposal. But the undefined nature of a Split-Trimester slate of course offerings rendered this plan impractical to attempt.

III. Organization and Procedures Employed by the Economic Feasibility Study Committee:

"Would it be economically feasible to institute the Split-Trimester calendar plan in the Ann Arbor Public Schools?" That is the generic question which this committee assessed. The membership of the Economic Feasibility Study Committee was as follows:

William R. Rude	Chairman
George Balas	Business Manager
Paul Banninga	Carpenter School Principal
James Cornils	Slauson Junior High School Teacher
Mrs. Susan Ebel	Scarlett Junior High School Teacher
Sooren Gozmanian	Planner-Expediter
Harry Mial	Northside School Principal
Gerald Neff	Assistant Superintendent for Finance
Rudolph Silverstone	Director of Vocational Education

Roughly twenty meetings were held which involved the committee totally or subcommittees of the total committee. The committee study procedure consisted of dividing up the primary cost elements of school operations into functional categories and comparing known cost performance under the two semester plan to anticipated cost performance under the split-trimester plan. The analysis included study of operational personnel salary costs, professional salary costs, transportation costs, utilities costs, site aquisition costs, bonding costs, new construction costs, etc. under both plans of school operation. Particular attention was given to probable short-run increased costs of school operation as compared to possible long-run savings under the Split-Trimester plan. Consideration of the above factors was expedited by the nature of the committee's membership in that it included the school system's Assistant Superintendent for Finance, Business Manager, Planner-Expediter, representative school principals and teachers - as indicated above.

In addition, to the above resources comprising committee membership, the Study Coordinator and the Study Executive Committee Chairman supplied additional economic data to the committee. Finally, the committee was well represented during the interaction with Dr. Thomas during his two day consultive visit. The report of the Economic Feasibility Study Committee appears in the appendices section of this document.

IV. Organization and Procedures Employed by the Community Survey Committee:

"Is the Split-Trimester plan feasible?" This is the general question which the total Study was designed to attempt to answer. In making its contribution to the search for an answer to this question, the Community Survey Committee's work in a very real sense culminated the total Study. That contribution, of course, would have been impossible to make had not the committees devoted to instructional,class scheduling, and economic study provided the raw data which constituted the inputs of the Community Survey Committee. But if those inputs had not been converted into informational outputs in the forms of a communication program and a set of opinionnaires which yielded interpretative data, the work of the total Study would have remained incomplete.

The basic charge of the Community Survey Committee was to convey sufficient information concerning the nature of the Split-Trimester plan to selected publics within the school district to enable members of these publics to respond meaningfully to opinionnaire questions which collectively reflected the present feasibility status of the Split-Trimester plan. In this sense, the work of the Community Survey Committee was a necessary preliminary to the administration of opinionnaires to the school district's various publics.

As indicated in our initial proposal, the tasks of developing opinionnaire instruments and interpreting the data yielded by those instruments were sub-contracted to the University of

Michigan's Bureau of School Services. Dr. Raymond Kehoe and Mr. Philip Schoo from the Bureau provided the technical assistance involved in the implementation of that subcontract. And in doing so, Dr. Kehoe and Mr. Schoo worked in close collaboration with the Study Executive Committee and the Community Survey Committee. The Community Survey Committee consisted of the following members:

John Hubley, Chairman
Mrs. Patricia Bavol, Secretary, Pupil Personnel Department
Dean Bodley, Teacher at Slauson Junior High School
Robert Carr, Principal of Bach School
Ronald Edmonds, Director of Human Relations
Jack Engelhardt, Principal of Dixboro School
Vaughn Filsinger, Assistant Principal of Forsythe Junior High School
Guy Finch, Supervisor of Buildings and Grounds
Mrs. Betty Hunt, Teacher at Eberwhite School
Gary Kuehnle, Teacher at Slauson Junior High School
Alexander Nelson, Study Coordinator
Mrs. Mary Strang, Director of Cafeterias
Robert Syers, Director of Transportation

In collaboration with the consultants from the Bureau of School Services, the Committee developed and ultimately implemented a plan of communications which involved representatives from each of the following groups in the creation of informational data of particular relevance to each group: professional staff members, operational staff members, students from grades 9-12.

Following the surfacing of particular interests and concerns from representatives of each of the above groups, those data became inputs into the creation of informational folders. And in executing this process, a volunteer group of community women who possessed experience and background in journalism converted the personalized data into informational leaflets. Through this process, a general brochure, a professional staff insert, an operational staff insert, and a student insert were developed and disseminated to the groups in question as a prelude to opinionnaire administration. Copies of each of those documents appear in the appendices section of this Report.

Through the same process of interaction with representative members of the groups to be surveyed, Dr. Kehoe and Mr. Schoo received inputs into the opinionnaire development process. Following those sessions, the above consultants developed separate opinionnaire instruments which were subsequently administered to professional staff members, operational staff members, and a sample of randomly selected students from grades 9-12. A copy of each of the three types of opinionnaires appears in the appendices section of this Report.

The general informational brochure, together with the appropriate informational insert, was disseminated as follows: 1,200 to professional staff members, 600 to operational staff members, and 1,200 to the student sample. On the same date that the informational brochures reached the prospective respondents to the opinionnaires, the Ann Arbor News printed a feature article devoted to an overview of the Split-Trimester Plan. Roughly three school days following dissemination of the informational brochures and inserts to each group, the appropriate version of the opinionnaire instrument was distributed to each group. Completed opinionnaires were keypunched at the Ann Arbor Public Schools Data Processing Center, and the resultant data cards were transferred to the Computer Center at the Washtenaw County Intermediate School District for computer processing. Printouts then were transmitted to the Bureau of School Services where they served as raw data for the production of the Bureau's Report entitled the "Ann Arbor Opinionnaire Study" (see the attached copy in the appendices section of this document).

The Community Survey Committee and the consultants from the Bureau of School Services are now in the process of preparing to survey 1,500 randomly selected members of the Ann Arbor School District electorate. Products and results of that survey process will be included in the August addendum to this Report.

Chapter III Summary of Study Findings

Would it be feasible to institute the split-trimester plan in the Ann Arbor Public Schools? That is the general question which this study attempted to answer. The question, however, contains three separate inquiries, namely:

- Is the split-trimester plan economically feasible?
- Is the plan educationally feasible?
- Is the plan socially feasible?

Detailed answers to those questions are contained in the reports which are appended to this document. In this chapter, therefore, the aim is merely to provide a summary of Study findings concerning each of the above questions.

A. Economic Feasibility Findings

The Economic Feasibility Study Committee concluded that total school operational costs would be higher under the split-trimester plan than they would be under the existent two semester plan in all cost categories except those relating to the school construction program. The considerations which led to the above conclusion included both short-run and long-run probabilities under the two plans.

1. Short Run Considerations:

Total salaries to be paid to classroom teachers under either plan would be roughly equal despite the fact that only 5/6 as many classroom teachers would be needed to operate the split-trimester plan as would be needed to operate the two semester plan, since classroom teachers would be needed for a 1/6 longer period under the former plan than under the latter plan each year (i.e. 225 days as against 189 days). But non-classroom personnel in those categories which are linked to the period when school is in session (i.e. elementary school principals, coordinators, most secretaries and clerks, bus drivers, cafeteria personnel, etc.) would be paid roughly 1/6 more under the split-trimester plan than they would be paid under the two semester plan, and in these cases the additional salaries would not be offset by reductions in numbers under the split-trimester plan. Finally, utilities charges and mileage costs for student transportation would be higher under the split-trimester plan than under the two semester plan due to the former plan's longer duration of the school operational period. It is, thus, concluded that total school operational costs would be roughly 4% higher annually under the split-trimester plan than under the two semester plan.

Also the short-run perspective includes increased costs under the split-trimester plan in the form of conversion costs. Estimated costs of converting the curriculum from the present two semester basis to the split-trimester basis would amount to an outlay of roughly $250,000 over a two year intensive planning period. Furthermore, conversion costs would increase dramatically if it were found necessary to air condition all of our buildings and to increase learning resource facilities at all buildings to accommodate the split-trimester plan. But at this time such possible capital outlay items are considered as optional by the Study Executive Committee.

On the credit side of the ledger for the split-trimester plan even in the short-run is the fact that its implementation would yield nearly 17% more utilization from existing school facilities than is presently yielded by the two semester plan, since school facilities would be in operation for 216 days annually under this plan as compared to 180 days under the present two semester plan.

2. Long-Run Considerations:

Under the two semester plan, a sixth junior high school is needed in 1974, a third senior high school building is needed in 1973, and five new elementary school buildings are needed during the period from 1971 to 1979. Under the split-trimester plan, the sixth junior high school would not be needed during this decade, the need date for the third senior high school would be moved back to 1975, and none of the additional elementary schools would be needed this decade. Those conclusions are predicated on three assumptions, namely: (a) stability in our present forecasts of pupil population growth, (b) stability in pupil-teacher ratios, and (c) the assumption that a move to the split-trimester plan would release 1/6 of our existing school capacity for future population growth.

By "not building" the five elementary schools and the junior high school, we would not have to increase our bonded indebtedness to secure the estimated $12,500,000 required to construct those facilities. And this would save the school district's taxpayers an additional charge of roughly $13,500,000 in bonded interest over the next thirty years. Further, since those six buildings would not be built, they would not have to be staffed and maintained. Although most of the staff in question would be employed in existing buildings, some staff savings of significance would still exist in the form of six fewer building principals, plus several secretaries and custodians. And, of course, additional savings would take the form of insurance and utilities charges which would have otherwise been expended had the six buildings been erected. Finally, the sites on which the six buildings would have been constructed would not have to be acquired, and in that case the taxable value of the sites would remain on the tax rolls as revenue sources. It must be stressed, however, that movement to the split-trimester plan is a major commitment which would entail major problems if a decision were made at a later date to return to the two semester plan. In the latter event, a massive building program would have to be launched at once which would probably not only erase all past "savings" but which could lead to major program reductions during the period of transition back to the two semester plan. These considerations demand that split-trimester feasibility study and planning be particularly thorough as regards the educational and social implications of the plan.

3. Economic Feasibility Consclusions:

The above considerations strongly suggest that the split-trimester plan is economically feasible. It is *economically* feasible not only for Ann Arbor but for any school district which is undergoing persistent and high growth rates in pupil population. But as indicated earlier in this account, economic feasibility is only one aspect of a total feasibility study, that out of context with educational and social feasibility considerations it is meaningless. The history of the extended school year movement is replete with cases of plans which were implemented primarily for reasons of economic feasibility. It is hoped that we have learned from those cases that a balanced consideration must be given to total feasibility before making a decision or a recommendation concerning the implementation of any variety of extended school year plan.

B. Instructional Feasibility Findings

As pointed out earlier in this document, an extended school year plan is viable only if it contains major promise of producing greater educational opportunity in a manner that is economically feasible. Consequently, economic feasibility is only one side of the coin - increased educational opportunity is the other side. And when reference is made to *increased* educational opportunity, it is always within a comparative frame of reference. In the case of the split-trimester plan the key question, therefore, is "Would greater educational opportunity be provided under the split-trimester plan than is being provided under the two semester plan?" The difficulty of providing an accurate answer to this thorny question is compounded by the fact that the split-trimester plan is a new one, and, hence, there is no body of experiential findings which attest to either the superiority or the inferiority of this plan in comparision to the other plans. As is true in virtually all areas of innovative effort, what is popularly being sought is a set of interrelated concepts which have been thoroughly tested and proven to be superior to alternative arrangements. But if a concept is truly innovative, it has no body of experiential data to support it - since it has never been tested. This is basically the quandary which prevails in feasibility testing the split-trimester plan for educational promise. Yet if novel plans such as the split-trimester plan are not tested in some fashion there can be no possibility of considering their applicability. Still what is inherently involved in the comparision of the split-trimester plan to the two semester plan from an educational perspective is the precarious proposition of comparing a known arrangement to an unknown arrangement. This, in turn, brings all of the human forces which militate against change into full play - since the advocates of the split-trimester plan cannot prove that this system of structuring would produce educational results which *would* be superior to the results which *are being* produced under the two semester plan.

The results of the processes which were employed to gain insights into the educational feasibility of the split-trimester plan are recorded in reports from the Instructional Feasibility Study Committee, the Class Scheduling Feasibility Study Committee, and the Community Survey Report. Data contained in those documents are not findings in most cases - they are feelings. The catalysts which produced those results are (1) the 36 day instructional term, and (2) the staggered attendance pattern which inhere in the split-trimester plan as compared to (1) the 90 day instructional term and (2) the uniform attendance pattern which inhere in the two semester plan.

The Instruction Feasibility Study Reports reflect no unanimity concerning either the superiority or the inferiority of the split-trimester plan as compared to the two semester plan. Many elements of probable instructional advantage of the split-trimester plan are recorded in those reports, and many probable instructional disadvantages are recorded there. But the generalization which emerges from a synthesis of those reports is the feeling that the split-trimester plan would produce a sufficient quantity of theoretical advantages to merit further and deeper consideration.

In the data produced by the opinionnaire surveys of staff and student reaction to the split-trimester plan, there was heavy consensus among all staff members that a period of two years should be devoted to planning for a transition to the split-trimester plan. A majority of the student sample supported this view also. Still it is interesting that in response to a general question concerning preference for the two calendar plans, all of the professional staff respondents, except administrators and teachers on junior high school assignments, expressed majority support for the present plan over the split-trimester plan; a majority of all operational personnel, except bus drivers, expressed preference for the present calendar; and all of the student respondents supported the present calendar over the split-trimester calendar. Yet in response to questions concerning (1) the ease of making up failed courses, (2) changing courses and teachers, (3) reduction in student failures, (4) appropriateness for meeting the needs of bright, average, and slow learners, (5) provisions for independent study and (6) facilitation of wise curriculum choices by students the general trend of responses from professional staff and students was more supportive of the split-trimester calendar than of the present two semester calendar! But in response to questions relating (1) to the handling of transfer students, (2) college admission, (3) effects on the interscholastic athletic program, (4) instruction of highly sequential courses, and (5) effects on extracurricular activities at least a plurality of professional staff and students were more supportive of the present plan than of the split-trimester plan.

In interpreting the contents of the Community Survey findings generally, the format of the opinionnaires is to be borne in mind. It is to be noted that choices were not restricted to "present calendar" versus "split-trimester calendar"; choices also included "either calendar" and "need more information." The latter two choices, although clearly needed to permit an appropriate slate of choices from which to respond, tended to minimize consensus for either the split-trimester plan or the present plan. This fact becomes obvious when it is pointed out that only fifteen of the sampled thirty-two questions elicited majority consensus for either calendar plan.

Another dimension of the instructional feasibility study related to the feasibility of class scheduling under the split-trimester plan. The Class Scheduling Feasibility Study Committee concluded that students could be scheduled into classes effectively under the split-trimester plan, despite the fact that a curriculum to support the split-trimester plan would feature a far more complex array of courses in grades 7-12 than is presently offered under the two semester plan. It was also concluded that the scheduling of children into classroom groups in grades K-6 would pose no major problem in view of the fact that the K-6 program would be based upon continuous progression. Both of the above conclusions were predicated on the assumption that parents would be willing to accept vacation term assignments resulting from their declarations of three vacation term preferences in June and that these preferences would serve as a basis of scheduling vacation terms on a 1/6 basis throughout the following school year's six split-trimester terms as a basis for master schedule construction. This point - the willingness of parents to accept vacation terms at their second or third choice levels in many cases - will be tested later this summer when a survey is made of a sample of the school district's residents.

What, then, may be said in conclusion concerning the educational feasibility of the split-trimester plan? It is apparent that this study produced no conclusive answer to this issue, other than a general feeling that the plan is worthy of further study. Any other conclusion would have been rather surprising in view of the brief period of time which was devoted to this complex issue.

There is, however, another dimension of the split-trimester plan's educational feasibility which was not approached directly during the course of the Study. That dimension relates to supply and demand considerations in the education professions. Since the split-trimester plan would involve the utilization of roughly 1/6 fewer professional personnel than would be required to staff a two semester plan, and since the plan's implementation would give teachers the option of nearly year-round employment - and, hence, greater income for them - the plan could make a contribution to ameliorating the nation's problems as regards the chronic shortage of professional educational personnel. It could also enhance the economic status of educational personnel. But, again, these considerations are merely a part of the web which is the split-trimester plan, and unless feasibility of the total plan can be demonstrated there is little need to dwell on individual strands in that complex web.

C. Social Feasibility Findings

Conclusions concerning the social feasibility of the split-trimester plan cannot be provided until the survey of the community resident sample has been completed later this summer. Data concerning that matter will be provided in an addendum to this document in August. It must be noted, however, that on June 8 of this year the electorate of the Ann Arbor School District decisively defeated a set of referenda which included requested authorization to bond for the construction of five elementary school buildings, a junior high school, and a senior high school. As indicated in the summary of economic feasibility study findings, the split-trimester plan's implementation could remove the need for the additional elementary buildings and the junior high school building, and it would move back the need date for the high school building by two years. But whether or not the community will view these economic prospects of the split-trimester plan as being of sufficient magnitude to

offset the changes of life style which inhere in the plan in the form of staggered vacation terms remains to be seen. Further, it is a near certainty that the undefined nature of the educational program which would accompany the split-trimester calendar will tend to balance the plan's economic advantages in the minds of many Ann Arbor residents. It is, therefore, probable that the findings resulting from surveying a sample of community residents will suggest that the split-trimester is worthy of further study, and that further study would be a prerequisite to any decision relative to the institution of the split-trimester plan in the Ann Arbor Public Schools. That hypothesis will be tested next month.

APPENDICES

INSTRUCTIONAL DEPARTMENT REPORTS

Elementary Curriculum
Art
Business Education
English
Foreign Language
Home Economics
Industrial Arts
Mathematics
Music
Physical Education
Science
Social Studies

REPORT OF EXTENDED SCHOOL YEAR COMMITTEE

SUB COMMITTEE ON ELEMENTARY CURRICULUM

The Committee has reached unanimous agreement on a philosophic framework for consideration of curricular revision in an extended school year plan. Simply stated, the Committee endorses the extension of the school year only if it provides a means by which the quality of the educational experience and not the quantity is improved.

What constitutes quality education? In the view of the Committee it would be in the words of A. Whitney Griswold, "an education whose purpose is to expand to the limit the individual's capacity and desire for self-education, for seeking and finding meaning, truth and enjoyment in everything he does."

Or, as Sidney Hook would define it, it is education whose goal is "learning for its own sake. And by 'learning for its own sake' I mean for the sake of living, for the sake of becoming a full person, of grappling intelligently and manfully with problems that have confronted mankind since the beginning of time."

While these expressions of the nature of quality education have validity in the present conventional setting, they tend to be obscured or lost sight of because of the traditional patterns of teaching and learning which the conventional setting has substituted for the vitality expressed in these ideals. The essential merit of the extended school year consists of its unsettling effect on these traditional patterns. To the extent that it undermines these patterns and, in so doing, necessitates the creation and introduction of processes which are supportive of the true aims of education, it will provide a setting in which innovation and creativity can be brought to bear on helping learners to achieve their own meaningful goals.

The extended school year is justified, therefore, not by its extension of time, but by its unscrambl ing of patterned and routine processes, and by the replacement of these processes with promising alternatives for making education truly functioning and fulfilling in the lives of learners and teachers.

Implications of proposed changes

A. Degree to which instructional revision and curricular reorganization will be necessary.

The committee has taken this opportunity to suggest changes in organization and curricular content which it believes will improve educational opportunities for children. We have not spent much time translating what now is into the extended school year design, but rather have attempted to redefine some educational objectives and make suggestions for change. The economic feasibility of our report is affected by this, since curriculum building costs money. However, we feel that rethinking our concepts of educational progress in terms of the individual pupil, as has been stated in the preface, rather than in terms of groups or grades is essential to the successful implementation of the extended school year design and we are reporting accordingly.

29

The following modifications in present program are proposed by the committee:

1. A comprehensive reorganization and enlargement of our present curricular offerings, providing a definition and reorganization of sequence and scope in the sill areas and allowing for a wide range of pupil choice in specific content. In addition to the development of many short "units" of study, this concept implies the need for much more specific descriptions of desired terminal behaviors and much better means of measuring those behaviors than we presently have. This is a massive, but a basic task and the success or failure of our proposals hinge upon it.

2. Opportunity for a pupil to enroll at the beginning of each of six terms. This would require a change in state legislation, since "fourth Friday" computations would not be accurate. The committee considered an exception to this in Kindergarten entrance, but because of the disruption of family schedules, deemed it not feasible.

3. Provisions for individualized record keeping. We have viewed the potentials of paraprofessional help and computerized record keeping with favor.

4. An individualized pupil counseling program which would assign to members of the teaching staff the responsibility for guiding the progress of several students for a minimum of one year and a maximum of three years.

5. Multi-age grouping at three levels; kindergarten, primary and upper elementary. (see structural model).

6. Team teaching, flexible scheduling and continuous progress.

7. Middle school organization (elementary age children being defined as those now eligible for membership in grades K-5).

8. Self-selection of curricular opportunities by students.

9. Pre-school programs (beginning at least by age four) for areas with high concentrations of children from low-income families, and eventually for all areas in the city.

10. Implications for Student Record Keeping as they relate to the Behavioral and Conceptual Objectives in the Continuous Learning Curriculum in the Split Trimester Design for extending the school year.

    There will be innovations in record keeping -

    - Principals, teachers, and students will work cooperatively to devise a variety of new approaches to record keeping that will meet the needs of the Continuous Learning Curriculum. Such record forms will contain a ready assessment of the student's cumulative, sequential development through each learning level, meet the demands of flexible scheduling, aid officials in the classification of students, put emphasis on specific tasks, and include criteria for identifying students who require enrichment or remedial experiences.

- Behavioral and conceptual objectives will be listed in skill areas in a sequential order. These goals will then become instructional steps which will provide a plan for appraising the students' progress on a continuous basis.

- Record forms will be made as brief as possible because evaluations will be made more often than at present.

- New guidelines will be established for reporting to parents. There will be modification of the form now in use (such modification is already in progress), more than one teacher will be evaluating the child, and there will be more opportunities for parent-teacher conferences than in the present organization.

- Devices will be available for the reproduction of records.

- A stable systematic scheme for record keeping will be established.

- Teachers as well as students will be asked to use record forms which they have not used before and to give up some of those which previously had been held dear to them.

- There would be opportunities to explore:

  Automated records which would aid in split trimester scheduling and reporting

  Taping of reports and records

  Teacher/Student made record forms

  The reproduction of records on microfilm

  Labeled forms for specific occasions

Teacher Implications include:

- Liberation to employ records based upon the needs of the Continuous Learning Curriculum

- The challenge of devising a wide variety of worthwhile, purposeful records for tailor-made programs or prescriptions and keeping them up-to-date.

- Opportunities to use the computer for specific tasks.

- Student participation in the development of records which will reflect growth in attitudes, values and interests.

Implications for Students include:

- Record Keeping as part of the learning process

- The use of records, hopefully individually initiated, which will help students to make choices and give direction in the continuous process of learning.

- The use of records for self-evaluation, to help identify strengths and weaknesses, to build self-esteem, and as a means of achieving prescribed goals.

- Participation with teachers to ascertain the degree to which the students are achieving the goals they had a part in establishing.

B. Positive and Negative potential of changes indicated

1. Positive:

   a. Individual progress, improved self-concept due to reduction of concept of failure.
   b. Flexible curriculum allowing children choice
   c. Opportunity for teacher interest to be acknowledged
   d. Learning becomes a source of enjoyment - leading to motivation for continuance - voluntarily
   e. Role of teacher changes to creator of learning environment, resource person, counselor.

2. Negative:

   a. Difficulty in rebuilding curriculum
   b. Unwillingness or inability of some staff to function in this way.
   c. Increased burden in scheduling and record keeping.
   d. Difficulty faced by children moving out of the system (not necessarily into).
   e. Loose organization presenting problems in conventional evaluation of both program and progress
   f. Difficulty in involving parents in the redefinition of some educational goals

C. Projected Staff Needs:

1. The professional staff to pupil ratio is envisioned as remaining about the same as it is now. For example, in a school of 650 students and 26 teachers, if 1/6 of the children elected to vacation each term, 108 would be gone, 542 present. Until a different ratio seemed sensible, 21 teachers would need to be present. The five vacationing teachers could receive vacation priorities according to family needs, e.g., husband's or children's vacations, and such considerations could be aided by a computer.

2. Paraprofessional and clerical staff would need to be provided at the approximate ratio of one paraprofessional for every two professionals.

3. Staffing of instructional media centers would have to be at least doubled.

4. Some teachers might be assigned full time to curriculum development for a term, allowing the time and concentration necessary for sound revision.

D. Procedures necessary for scheduling students to implement the Split-Trimester Design for extending the school year.

1. In the discussion of assumptions on which the committee's proposals are based, it is indicated that enrollment would be allowed at the beginning of each seven week period insofar as this is consistent with state law.

2. The continuous learning and individualized program proposed by the committee and illustrated by the structural model is consistent with the above enrollment procedure.

3. Attached are two plans which illustrate:

   a. how a time-block scheme for a school of 650 children divided into Kindergargen, primary, middle, and upper elementary might work out and

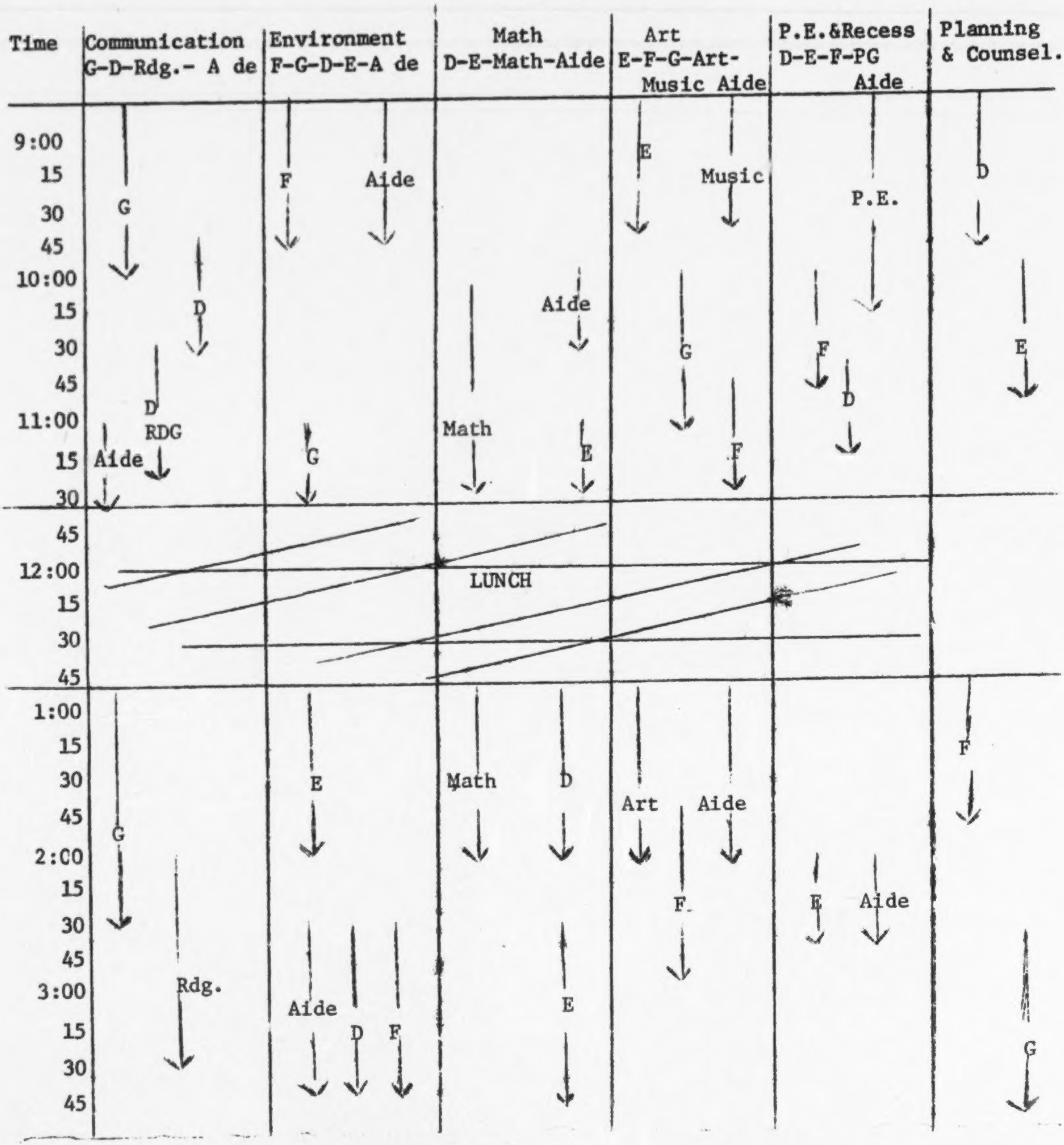
   b. how scheduling would be accomplished in a learning center type of organization

SCHOOL OF 650 CHILDREN - BLOCKS OF TIME

Time	Kindergarten	Primary	Middle	Upper
9:00	Commun. and Math	Communication	Planning - Counseling and Free Choice	Interest Activity
15				P.E. I.Music
30				French Art
45	Physical Activity		Math	Sewing, etc.
10:00		Physical Activity	Phy.Act.	Environment
15	Arts			Choice of Study
30		Environment	Phy.Act. Math	Units
45				
11:00	Environment		Arts	
15			Arts	Mathematics
30				& Planning &
45		Lunch	Counsel	Counseling
12:00	Lunch		& Plan.	
15		Math		
30			Lunch	
45	Communication	Arts		
1:00	& Math		Commun ication	
15				Lunch
30	Physical Activity	Communication		
45				Arts
2:00	Environment	Physical Activiey		
15			Environment	
30		Free Choice &	Choice of study	Communication
45	Arts	Counseling -	Units	
3:00		Planning		
15				

Learning Centers - Upper Section

120 Children



4 Teachers -- Counsel 30 children
2 hrs. per day - Reading Teacher
2 3/4 hr. per day - Math Teacher
1 3/4 hr. per day - P.E. Teacher
1 1/4 hr. per day - Art Teacher
1 1/4 hr. per day - Music Teacher
1 full time aide

Middle and Primary Sections might use this plan or a modified form. Possibly they would make more use of aides.

4. Provision will need to be made for teacher counselling when vacation period of a teacher guide and students being counselled by him do not coincide. This is in no way an insurmountable difficulty for

   a. If a child enters during term A, continues through B and C, vacations during E, he will benefit from her counsel 4 out of his 5 terms present that year.

   b. There is no real handicap here if he has had the attention of the entire staff working at his learning level (Early El. or Upper El.). He will relate with any one of them for his needs during his teacher guide's 7 week absence. No *major* decisions regarding his progress will be made while she is gone - only daily work prescriptions and guided self-evaluations during conference.

   c. Primarily, a child's progress is in his own domain. He will evaluate it in teacher conference but *he* assumes the responsibility for it. The teacher is a guide in helping him discover more efficient ways of proceeding.

5. As experience accumulates, a great deal of observation and research on how children learn and how one can most efficiently present the material which it is agreed should be incorporated into the learning process will be necessary.

6. Much self selection from a rich, *available* environment should be permitted with no compulsion to direct or measure a child's gains. The amount of self selection as opposed to the amount of programmed material or lessons contracted for with teacher assignments will need study.

7. Teacher prescribed learnings must be justified as *useful* and *measurable.* For the rest, the child must be trusted.

8. Until further research on the efficiency of the proposed method becomes available, it is imperative that all the evidence that arises out of experience be gathered and communicated to parents in order to promote confidence in the new program. New understandings on the part of parents will be essential for the program's success. This will be a difficult task, since present research indicates that parents want *results* but have little concern about methods.

E. Space and facilities Utilization:

The committee believes it is feasible to consider most full-size present elementary buildings as suitable for conducting our proposed program with the following modifications:

1. Installation of air conditioning.

2. Development of learning centers (perhaps involving some new construction in some buildings.

3. Provision of more storage facilities for individual students' projects. We propose that present classrooms be thought of as learning or experience centers, so that a typical "unit" (e.g., upper) in a large school might contain:

a gym one or two art rooms 2 science labs
a vocal and instrumental music room 2 math labs
2 - 4 language labs, containing printing material, typewriters, writing stimuli, books, records, dictionaries, word games, tape recorders, etc.
1 or more quiet reading rooms
1 multi purpose room for large group presentations.

F. Remediation, Enrichment (see I - 1)

G. Positive and Negative Potential: Instructional Staff

The positive potential with regard to instructional staff has been cited elsewhere. We see two possible problems in staffing:

1. The possible difficulty in staffing at a given time (e.g., summer)

2. The unwillingness of some staff to change their roles and methods enough to enable them to operate in an individualized school.

H. In-Service Training:

In-service training is a necessary part of the proposal and we believe some of the most valuable training would be to involve as many staff members as possible in the rebuilding of the curriculum.

Ongoing training and the training of new staff members, once the system is in operation poses a different sort of problem, since not all staff will be present at the same time, and we recommend that in-service training be individualized in much the same way that pupil's programs are. This implies more record keeping than we now do, more use of self teaching devices, wider use of elementary consultants. Ideally, we propose a new position of curriculum consultant (building based), who would be a non-evaluating 'helper'.

I. Advantages and Disadvantages of Trimester Plan:

1. The split trimester plan offers numerous advantages:

   a. Built in provision for remediation
   b. Built in provision for enrichment
   c. Variety of options for vacation periods to meet a wider range of family needs and/or desires.

2. Negative Factors

   a. Difficulty of organizing vacation periods -

   A computer used city wide should be able to organize every family's vacations, even with children in 3 separate schools and 2 teaching parents on a priority set-up. This should be a service provided for every family with children enrolled in any school. Much of the parent acceptance of this program hinges upon this very facet. Parents generally will not tolerate further infringements upon family life and opportunities for togetherness.

We must be prepared and inform parents of our expectations that this this system will not work like clockwork the first year or even the second year. Generations of family habits and attitudes about our "rights" are not going to change overnight. Everyone must learn to accede to the needs of others and be a little more flexible in choosing second and third vacation alternatives. We could be forced by parent pressure to abandon the entire program in this point alone if we were not convinced that the advantages would out-weigh the initial inconveniences and so educate our parents.

b. Need for accepting compromises in beginning of program -

Selling the program will take a sustained, strong, parent preparation and reassurance period.

In time, new patterns of vacationing can be learned and probably preferred. At the outset some dissatisfaction is inevitable if a family, to be together, must choose vacation season it is unaccustomed to.

The first year or two we may have to accept what parents are willing to give, and staff for the enrollment loads as they appear each term without imposing controls. These could be projected a year ahead by parent vacation period reservations at the time of enrollment. The onus then falls upon the staff to work within this framework in selecting its own vacations for 2 years or until the pattern begins to average out year around instead of bunching. We may even be forced to be understaffed (if legal) at times with personnel gaps filled by teacher aides until we achieve a smoothly operating schedule.

J. School Holding Power

Although seldom thought about in elementary school where attendance is required by law if the curriculum is geared toward relevancy and interest, school holding power will probably be greater in secondary school.

K. Completion of six levels in five years (relevant to secondary)

Our committee would oppose the speeding up of a child's stay in elementary school since it seems to negate most of our goals for elementary education; e.g., it assumes that covering a body of subject matter is the most important task of education.

SUMMARY

The committee realizes that it is proposing a dramatic and massive change not only in the current operation, but in the present philosophy and educational objectives of the elementary school in Ann Arbor. However, as a committee we are convinced that individualization of instruction holds the greatest promise for the revitalization of elementary education which is essential in the '70's, and we view the extended school year as one of the most potentially feasible means of bringing about this revitalization.

STRUCTURAL MODEL

KINDERGARTEN

This age group should be separately housed, but adjoining the elementary groups. Mutual exchange of material and talent could be arranged on a limited basis insofar as such exchange might further the instructional objectives of both groups.

I. Teaching task and philosophy to promote desired child behaviors:

A. Children need opportunities to make choices. They need to learn from situations that offer representation of objects and experiences from the real world.

B. Children need to ask and pursue the answers to their own questions. The children pose the problems; the teacher provides the conditions for fruitful exploration.

C. Children need opportunities for spontaneous cooperation and collaboration.

D. Children respond to genuine expressions of trust with positive, mature, productive constructive and enjoyable behavior. Error is not seen as a behavior to be avoided or concealed. Mistakes should be seen as helpful steps to learning rather than a source of anxiety or a yardstick with which to compare one child against another.

E. The maintenance and growth of a child's self image is of primary importance. At no time is a child to be humiliated as a means of discipline. All "discipline" should be the encouragement of self-discipline. Fear must never be utilized as a means of control.

F. Social responsibility is encouraged by a minimum of rules: No destroying of equipment; no destroying or interfering with the work or play activities of other children.

G. The kindergarten teacher assumes the role of guide and observer rather than instructor.

II. Classroom Setting and Equipment

A. The kindergarten room itself should have a much larger indoor area than appear in most kindergarten rooms today.

B. Equipment should be far more stimulating and creative than it is at present. Consider woodworking equipment, trampolines, more climbing and swinging devices, play houses (child size), and sand tables.
Opportunities for independent exploration into reading and math should be available.

C. Staff Innovations: Boys have a place in the kindergarten. Let's encourage male teachers and experiment with some partial-day sex segregations to permit the full range of boy activities.

D. Enrollment: When the child attains the age of five, he is permitted to enter at any of the six periods during the six term span.

E. The Exceptional Child: It would be possible to keep a child in this environment for longer than five terms, since the children will be coming and going. If in the opinion of all the staff who had observed him, he was unready for the experience to follow in the Primary School he could be kept for additional terms. Such a decision could be made in conference with the principal and parents, and a psychologist if necessary. Children who enter Kindergarten vary widely in maturity and imposing responsibility before a child is ready to assume it could create a sense of failure. This should be a success oriented school. This would not discriminate against any group. "Advantaged" children are often less able to assume responsibility than "disadvantaged" children. A recent study by Hagstrom and Gardner supports this view. Retention could be for one term only, two, three, four, but in no case more than five additional terms. Decision made following each term.

PRIMARY GROUP AND THE UPPER ELEMENTARY GROUP

I. The teaching task should encompass a continuation of the Kindergarten goals, emphasizing:

   A. Building the child's confidence in his own ability

   B. Increased facility in the use of learning resource materials

   C. An understanding of the procedures by which he arranges for skill subject study in cooperation with his teacher-counselor

   D. Progress in making wise choices for the use of his time

   E. Achievement of an increasing proficiency in skill subjects, measured by tests and later recall tests.

   F. Above all, an enthusiasm for his school experience

The Primary instructional program will probably contain a greater percentage of skill subject instruction than the Upper El. program. Both however, must be reduced to justifiable essentials so that enough time is provided for free choice among a selection of stimulating activities. Thereby the child gains experience in making wise choices; he will become an increasingly discriminative selector within a rich environment.

II. Staff

   A. Staff Ratio

      1. There will be approximately one regular teacher for every 27 children within the building. In practice however, the distribution will permit a smaller pupil - teacher ratio in the Primary Group.

      2. Special teachers: new ratios will need to be determinded, based upon total group rather than grade enrollments. These will include Phy. Education, Art, Vocal Music, Instrumental Music, French, and Learning Resource Directors and Instructors.

      3. Paraprofessionals. A much increased use of teacher aides is required by this scheduling. Their chief function will be the maintenance of equipment and records.

4. Community volunteers should be encouraged to offer their talents through participation in the instruction of children and presentations.

5. School Service personnel will continue as currently used.

B. Staff Behaviors

1. Upon enrollment a child will be assigned to a teacher-counselor who will guide him during his entire stay within that group (Primary or Upper), a period of two or three years.

2. The teacher-counselor will confer with each of his assigned homeroom students at least once a week for evaluating and planning continuous progress. Teachers should be flexible in providing more conference time for the less confident children.

3. Major decisions regarding any child should be made by the entire staff having contact with him.

4. A teacher's day will include working with any one, several, or 100 children at a time, in a variety of contexts.

5. Semi-weekly total staff conferences during school hours will provide for mutual child and curriculum evaluations and plans.

6. Responsibility for quality instruction and individual teacher improvement rests with the entire staff. Regular staff inservice sessions (probably scheduled during the 8th week of each term) will promote constant re-evaluation and improvement of teaching techniques and available learning materials.

7. Teachers can benefit through observing and being observed by other teachers in a mutually supportive, wholesome climate of cooperation having child well-being as its prime goal. This becomes possible through scheduling for teacher availability and mobility.

III. Physical Structure

A. The arrangement of the Primary level and Upper level should be similar and could be separate but adjacent.

B. Both levels will be organized as learning centers around a central resource center. The former classrooms will become learning experience centers. Ideally each level will contain:

1	large resource center
1 or 2	science laboratories (environment)
1 or 2	math laboratories
1 or 2	language laboratories (communications)
1 or 2	social studies rooms (environment)
1	art room
1	gymnasium
1	vocal music room and instrumental practice room
1	large room for use as an auditorium and for film presentations. Plays, programs, guest and teacher lectures and demonstrations for large groups would occur here.

C. Halls could be avoided if the learning centers opened directly onto the central resource center and had their own access to the outdoors.

D. Flexibility will permit the use of these rooms as home rooms for attendance and conferences with students and as quiet reading rooms at different periods of the day.

IV. Equipment

A. Each child will have a small area for his belongings, perhaps located in his homeroom.

B. More equipment than we are accustomed to will be out and available for use at all times in the various laboratories. When the rooms are open a teacher or an aide will be present to supervise use of equipment. One of the functions of aides is to assist children in procuring, operating, and restoring equipment. Children will be carefully trained in the Primary Group for this responsibility.

C. Beside the door of each laboratory a schedule will be posted upon which teachers or groups of children reserve periods for the use of space or equipment; rarely for the use of the entire room. These will also serve as announcements of daily activities occurring in that room which other students may elect to observe or join during their available periods of self-selection.

D. If halls exist they should accommodate materials within legal space limits. Bulletin boards the entire length will display completed child projects, selected and arranged by the children themselves. Announcements of school activities, panel discussions, films, new additions to equipment, guest presentations, dramatizations, and coming field trips will appear.

E. A typical math laboratory would include measurement devices such as gallons, pints, cups, pecks and bushels, meter sticks and yardsticks, scales, visual aids such as Cuisenaire rods, counting sticks, an abacus, fraction pieces, geometric shapes, area and volume and surface area objects, games and filmstrips among other equipment.
The science laboratory would be equipped with microscopes, pulleys and weights, light and sound devices, rock collections, animals, plants, electrical equipment, and every experimental and visual aid the school system can provide.
A typical communcations laboratory would provide equipment for puppet shows, skits, games, tape recordings, records of poets reading poetry, listening posts, typewriters and duplicating machines for publications, areas for panel discussions or skill sessions, role playing props and programmed kits such as those presently in use.

V. Enrollments and Placement

A. Since the children might enter the Primary or the Upper Elementary Grou following any term, a non-graded, individualized approach becomes mandatory.

B. Ability pre-tests can be given in skill subject areas to some extent. We must be careful not to waste the child's time or ours in redundancy. Over a period of observation we may learn optimum times for the presentation of certain skill subject material, as we note failure or learning difficulties that assume a pattern. Research should be conducted continually within every school building (using University personnel?) to increase the efficiency of instruction.

C. Each term skills (need determined by computer) are offered encompassing a range of difficulty, so that any child can commence or repeat an experience. The child in conference with his teacher-counselor will select study material and group training that he requires. Not all math or word study skills are sequential, hence this should be logistically possible. All skills satisfactorily gained are so noted on his permanent records.

D. Each year the sixth term could be used by some children for remediation, but no child should be permitted to use it for acceleration.

E. Family vacation arrangements can be assisted by the use of a computer, especially to accommodate those families who have children in as many as four schools.

VI. Curriculum

A. Much research needs to be done. What skills might children obtain informally and independently within a rich learning environment and what skills must be formally acquired through instruction? By what means and to what extent are concepts measurable? What is the most efficient means and the optimum time for presenting the material we all agree they should incorporate into their learning? How do children learn?

B. We must justify teacher prescribed learnings as useful and measurable.

C. We must learn to trust the child.

D. In each subject area we must be aware that we are fostering a dual and related development within the child:

1. Skills, which are measurable and some of which are sequential
2. Personality development which we can describe through observation and for which we can outline behavioral objectives

E. The basic areas of knowledge can be organized under five headings:

1. Mathematics
2. Environment, including science and social studies
3. Communications, including reading, writing, speaking, creative self-expression, spelling, and foreign languages
4. Creative arts, including graphic arts, music, and dancing.
5. Physical training, including skills and fitness which foster self-confidence.

F. Continuous progression learning should not isolate the child from his peers. He should be spending approximately 40 percent of his time on individual pursuits and 60 percent engaged in group activities.

The following is an example of a child in the Primary School. His schedule would be flexible, so that if he wanted to change mid-week, this would be possible. With the Primary School there would be many spontaneous and scheduled get togethers so that a child would also be socializing while learning. The child just entering his first term in Primary School would be given pre-tests in all areas so that during his terms (pre-testing before other terms also) he would be gaining the basic skills. Much will be self-selection, but the teacher-counselor would be very important in making all areas appealing to the child so that his early education would be well-balanced.

A typical week would contain these approximate time allottments:

60 minutes = social studies (environment)	105 minutes = physical activities
250 minutes = science (environment)	30 minutes = art
555 minutes = communications	30 minutes = music activities
	150 minutes = math

The child I took (Don) is a six-year old student who is new to the Primary School. Following the learning center approach with eight teachers, his schedule is:

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8:50-9:00 Attendance with A	→	→	→	→
9:00-9:15 A,small group beginning sounds 9:15-9:30, filmstrip	→	→	→	→
9:30-9:45 A Story-time, African folklore	→	→	→	→
9:50-10:25, Gym, Don elects "gymnastics" class for one week	→	→	→	→
10:30-11:20,science B, Don picks 3 1/2 wk. unit on simple machines	→	→	→	→
LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
1:00-1:30, H Don elects one week math unit on money	→	→	→	→
1:30-2:10, A picture sequencing presentation, reading readiness	→	→	→	→
2:15-2:30, C Outdoor recess	→	→	→	→
2:30-3:00, 3 1/2 wk. pollution unit lasting 2 d. per wk.	→	Vocal music with music tr.	Art(printing) with art tr.	Movie with A
3:00-3:30 A Homeroom. 3:00-3:15 reading, 3:15-3:30, quiet activity	→	3:00-3:30,quiet reading. 3:15-3:30, conference with A	→ 3:15-3:30, quiet activity	→ →

MODEL OF A TYPICAL UPPER ELEMENTARY OR PRIMARY STAFF SCHEDULE

This schedule could be used for one day, one week, or one period of 3 or 4 weeks. When ready to change, simply shift A to B, B to C, etc.

This schedule assumes 240 children, 8 regular teachers, 4 aides, 4 special teachers, and one learning resource director.
It allows each regular teacher forty 10-minute conference periods with her assigned children each week; these can be distributed as needed, one per child and additional conferences for less confident children.
It allows at least two 30 or 45 minute staff conferences per week.

8:50 Children arrive and go to their homerooms for attendance and announcements. The homeroom teacher will be there if any child needs further direction on his day's plan

9:00 Children obtain materials from the learning resource center (or other locations) and go to their assigned station or self-selected activity area.

	COMMUNICATIONS	ENVIRONMENT(SCIENCE)	ENVIRONMENT (SOCIAL ST.)
9:00 to 12:00	Room 1 Room 2 (Connecting rooms if possible) Teacher A and Aide I share supervision of both rooms. Teacher A or any other teacher may have scheduled space or equipment for group use, for any time span.	Room 1 Room 2 (Connecting rooms if possible) Teacher C and Aide II share supervision of both rooms. Teacher C or any other teacher may have scheduled space or equipment for group use, involving any time span.	Room 1 Room 2 Teacher E and Aide III share supervision. Teacher E or any other teacher may have scheduled space or equipmen for use involving any time span within the three hour period.
Lunch			
	COMMUNICATIONS	ENVIRONMENT(SCIENCE)	ENVIRONMENT (SOCIAL ST.
1:00 to 3:00	Room 1 Room 2 Teacher B & Aide IV superviss as above Group use will be scheduled as above	Room 1 Room 2 TEacher D & Aide I supervise as above Group use will be scheduled as above	Room 1 Room 2 Teacher F * Aide II supervise as above Group use will be scheduled as above
3:00 to 3:45	Teacher A 4 conferences Teacher B 4 conf.	Teacher C 4 conf. Teacher D 4 conf.	Teacher E 4 conf. Teacher F 4 conf.

During this 45 minute period each child returns to his homeroom for a quiet, uninterrupted reading period while his teacher-counselor has 4 conferences. Aides work here or in L.R.C. correcting quizzes and completing records, and restoring equipment.

Teachers B, D, F, and H are circulating all morning, beginning in the L.R.C. and proceeding into all learning centers, helping as needed and observing the children and other teachers. They may have scheduled their own presentations, o group work with their own assigned children in any of the centers, but their mai function is to keep in motion and be available. During the three hours they should have four conferences with their own assigned students.

Teachers A, C, E, and G are circulating from 1:00 to 3:00 and observing. They also may use a portion of this time for their own brief presentations or group sessions, and they are expected to have 4 conferences with their assigned students.

During any morning hour, two to four times a week, when approximately half of the children are in Gym, Art, Vocal Music, Instrumental, and the L.R.C., the rest are taken to the auditorium for a presentation supervised by aides, to provide opportunity for a staff conference.

MATHEMATICS	GYM	ART	VOCAL MUSIC	INSTRUMENTAL	L.R.C.
Room 1 Room 2 Teacher G & Aide IV share supervision. Teacher G or any other teacher may have scheduled space or equipment for use, involving any time span within the period.	9:00 - 25 to 30 children 10:00 - 25 to 30 children 11:00 - 25 to 30 children	Certain classes scheduled. Remainder or time open for self-selection	Half-hour periods scheduled all morning	Lessons can be arranged only during a child's free periods. His commitments to his teacher-counselor take priority	Approximately 30 plus children will be using it at all times.

LUNCH

MATHEMATICS
Room 1 Room 2
Teacher H and Aide III supervise as above.
Group use will be scheduled as above.

Teacher G	Teacher H
4 conf.	4 conf.

The AUDITORIUM will be scheduled for frequent use for large or small viewing groups and audiences. Films, child debates, panels, dramatizations, teacher and specialist demonstrations, and rehearsals could occur. Its use during two or more weekly periods for maximum capacity permits all 8 regular teachers to meet and discuss child progress and curriculum improvements. The individual laboratories are closed during those two weekly periods since the Aides will be in the auditorium and no supervision will be available for that short time.

MODEL OF AN UPPER ELEMENTARY CHILD'S DAY

Age: Nine or Ten Season: Spring Day: Thursday

This child in the course of his school experience has learned to identify most of his own educational needs. He has developed effective habits for meeting those needs by making purposeful use of his school time. Weekly planning sessions with the same teacher-counselor over a period of years has helped him identify needed skills and select procedures for obtaining them, continually strengthening his sense of personal responsibility.

At 8:50 he arrives and goes directly to his homeroom, where he will find his teacher-counselor (for 10 minutes) and his own small cupboard or drawer space for his belongings. His permanent records may be kept in this room also or in a central record storage area.

He receives his week's personal plansheet from his teacher-counselor as she takes attendance. This progress plan he keeps in his possession through the course of each day until the 3:00 to 3:45 period when he returns to his homeroom. It is then given to his teacher-counselor so that she may note any additional guidance he will need before their next regular conference period. This is also the period when an aide may enter the scores of major quizzes he has completed. A hierarchy of skills that all children are expected to develop has been agreed upon by the staff. A score of 85% is considered mastery and this information is entered in his permanent records and dated by aides. Some children acquire certain skills naturally in the course of their pursuits within this rich environment, so pretests are always given. Some skills that research has shown to fade are retested at reasonable intervals for retention of knowledge.

At 9:00 he consults the plan. Today is midway through a term. He has been working on the techniques of outlining for over a week. A few months ago he completed the S.R.A. outlining kit, but realized (in conference) that this helped but did not work any miracles since he was tackling a very sophisticated skill that many adults find difficult. Two weeks ago he decided he would try again from a new approach. He would attempt to outline any article he chose at random. His teacher suggested that encyclopedia articles are pretty streamlined and might be a good place to start. He agreed, and has in the course of his subsequent reading been picking up useful incidental information since he naturally turned to subjects that interested him. His teacher will eventually suggest that he reverse the procedure by outlining information he desires on a topic, interviewing an informed person, tape recording the interview, and filling in his outline from the tape.

Yesterday he jotted down on his plan that at 10:30 today a panel discussion will be held by 6 child panelists in the auditorium. They will analyze and compare the authors' techniques used in "The Mixed Up Files of Mrs. Basil E. Frankweiler" and "Wrinkle In Time," and discuss positive and negative effects upon the reader. He noticed this announcement on the school bulletin board, an effective medium of communication. He has read and enjoyed both books, so he wants to be in the audience at questioning time to challenge some of their conclusions.

He has four commitments today: gym at 9:30 and a clarinet lesson at 1:00 along with two group sessions. He likes this new school tremendously because somebody realized boys (and girls) derive self-confidence from a secure awareness of their physical ability, so physical fitness merits more time than it did in former years. While he is in gym the 8 regular teacher-counselors will convene for one of their two weekly meetings to evaluate and plan.

He was assigned to a spontaneously formed science exploration group when he and several others demonstrated a curiosity about the need for oil and the procedures for obtaining oil following a general discussion of concern over the increasing pollution caused by under water oil leaks and tanker leaks. They are expected to cover geology, geography, technology, classification of products, economy, the responsibility of industry and the government for human welfare, and methods of arriving at considered predictions, among other learnings. They might have formed this group voluntarily since they are accustomed to working in groups on common interests, but a teacher overhearing them, who knew two of them particularly needed classification and organization skills, made sure of it. Groups of this type usually evolve naturally and last as long as the purpose requires them to last. These children must work out their own assignment of tasks and meeting times, so they have agreed to meet in the Learning Resource Center at 9:00 to plan.

He was also assigned to an Environment study group covering issues preceding, during, and following the Civil War. Environment study groups attempt to acquaint the child with his heritage in a manner he can apply meaningfully today. This unit will continue for a three week period. The framework is determined by the staff, but the exact direction it will assume depends upon the specific curiosity and needs of the group. He looks forward to his participation in it. He regards it as an opportunity to follow the leads of his curiosity; he already knows something about the Civil War. Required study is not a threat. There is no competition for grades, rather a sharing of responsibility. Educators no longer believe answering an eddless series of questions constitutes a learning experience. The participants themselves learn to ask valid questions.

He wants to tape and replay his spelling quiz today, he brought some pond water to see if it contains paramecium (he is very excited about this), he is working on an oversize painting that requires many sessions in the art room which he is anxious to finish in time for the art show coming up, he wants to play a few games of Equations in preparation for a school tournament if he can find someone free to join him, and he has a real interest in his programmed math lessons. He is currently learning about equivalent fractions. He finds this easy. The rapidity with which he proceeds restores his confidence following the minor difficulty he experienced with long division recently. Some programmed materials are used, but they are not over-used, and their use is intermingled with a variety of learning materials and techniques.

Obviously he has more uses for his time than he has time. He is accustomed to dealing with this situation. He has learned to trust himself (the teachers also trust his inner direction) to make wise decisions. In the past, when his decisions were not wise, he was allowed to pursue them on the rationale that we can learn from failure. Failure is a positive experience.

He goes first to the Learning Resource Center, meets with the Oil Study Committee, and in 20 minutes they have decided on tasks and a possible hall bulletin board display, followed by a debate on the responsibility of private industry vs. the government for cleaning up oil polluted waters, as culminating activities. They estimate their goals will require two to three weeks of preparation.

He has ten minutes left, just enough time for taping and replaying his own spelling test. He will score it himself later and mark the score on his week's plan. Only major periodic tests are scored by aides.

At 9:30 he has a good workout in gym. Today it was co-ed, as it sometimes is when fitness is the goal rather than skills.

At 10:30 he attends the panel discussion in the auditorium which lasts 20 minutes and includes a spirited follow-up audience discussion. Now he has a 40 minute block of time, enough, he decides, to get a fair amount done on his outlining tasks. He could do it in a communications lavoratory or in the L.R.C. Two of the labs are being used for noisy activities; role-playing in one and typing and duplicating a newspaper in the other, but he finds a quiet one and sets to work. He may ask help of any other child or the teacher on duty in the room if he feels he needs it.

At 11:30 he goes home for lunch, carrying his enthusiasms with him. His parents are pleased.

At 1:00 he returns for his clarinet lesson.

He checked the Science lab. as he passed by hthis morning, but all microscopes appeared to be in use. Learning labs are usually busy, because skill assignments are generally followed by group work to expand the gains, and conversely, groups spontaneously formed often lead to skill training as needed skills are recognized by the participants. Now it is 1:30 and he just has to see his pond water under a microscope. He finds one free and attractsaa small crowd. They decide to use the bioscope for large screen viewing. After identification (to be checked) a discussion of digestionaand reproduction evolves. The teacher observing knows enthusiasm runs high for this sort of learning. She decides not to interfere, just see where it leads. There will be many more opportunities for directed learning from pond life in the months ahead. It is Sprin.

At 2:00 he joins the group beginning the Civil War Unit. Somehow it does not meet his expectations. He is not exactly sure why he is disappointed or what can be done about it, but he decides to discuss this concern with his teacher-counselor during his conference this afternoon. He knows he is committed to remain in the group for the duration. It is therefore essential to him (and everyone involved) that it be a positive experience.

It is now 2:30 and he knows he cannot finish his painting, play Equations, and work his programmed math assignments in the time remaining before 3:00. He must make a choice and does. He chooses the painting. He promises himself he will do extra math tomorrow. He goes to the art room. Two or three children are working there unsupervised. He knows how to get materials, clean up and put them back, and he has proven his responsibility many times in the past, so merits independent use of this room. Less responsible children (there are few of them) are assigned to use the art room during teacher-supervised periods. He makes satisfying progress.

At 3:00 he goes to his homeroom taking his week's schedule with him, filled in with his uses of today's time, and a library book. His teacher has eight conferences scheduled today. She sees each of her assigned children once a week at least. If he were not scheduled to see her today he would stay briefly after school or catch her circulating during the day, to resolve any immediate concerns.

Everyone reads quietly while conferences go on. His book choice, by the way, is a new book that was mentioned in the audience discussion this morning following the panel. This Learning Resource Center is well supplied with multiple copies of the books in demand, so little frustration occurs. Books are usually there when wanted.

In conference, he and his teacher-counselor discuss what might have been amiss in the Civil War study group and what might be done about it. She makes a mental note to see the teacher in charge and explore the problems and solutions. All teachers are cooperative in improving learning. Teaching is not a competitive enterprise.

At 3:45 he goes home after a very satisfying day. His self-image has grown along with his ability.

* Four of the teacher's conferences occur during the 3:00 to 3:45 period, the other four at her convenience during the day. Conferences usually last 10 minutes.

Record keeping and reporting to parents

A. Much of this will need to be revised, simplified, made more specific and useful. Records should portray the child's total academic development and current status in a manner which is easily recorded and easily retrieved.

B. The use of Paraprofessionals (aides) to correct quizzes and enter information upon records will free teachers to teach.
Computers also have their place in reocrd keeping.

C. The child is involved in his progress. He assumes responsibility for his education. He will correct many of his own papers, using answer sheets, and his records should be shared with him during conferences.

D. The same records will be continuously maintained through the Kindergarten, Primary and Upper Elementary levels.

E. Parents need to be involved in their child's education. Reports to parents shoul be more useful as a means of communication and accurate portrayal of the child than they are at present.

Parent and Teacher Acceptance of the program

A. An extensive and sustained program will be necessary to re-educate parents and teachers as to what are valid goals for education today.

B. Scheduling must avoid disruption of family patterns. Parents will not tolerate further inroads upon their opportunities for family activities.

C. Teachers will need extensive preparation for new attitudes and techniques.

D. The program will have the best chance of success if it is instituted gradually over a period of years, probably beginning with the Kindergarten level.

COMMITTEE MEMBERS:

Doris Bordine, Pittsfield
Agatha Ellis, Angell
Gwen Fleming, Newport
Harry Mial,Northside
Rachel Schreiber, King
Doris Wagner, Dicken
Fran West, Pattengill
Helen Whitehouse, King
David Aberdeen Thurston, Chairman

ART DEPARTMENT

March, 1970

Feasibility Study

I. The degree to which instructional revision and curricula reorganization will be necessary to implement the Split Tri-mester Design for extending the school year.

A. We envision that the plan would simplify and given urgency and depth to our present curricula in the following ways:

1. We will make courses more specific in content
   - a. Drawing
   - b. Graphics
   - c. Ceramics
   - d. Fabrics
   - e. Photography, etc.
2. As a consequence courses would have depth within a limited area of study.
3. Each unit would constitute a complete unit and hold 1/4 credit for the seven week study.

B. Positive and negative potential of changes indicated above

Positive --
1. Because each offering would be concentrated within a field intensive research and understanding would result.
2. The shortness of the time (i.e. 7 weeks) would sustain initial enthusiasm and interest.
3. It would enable teachers to select (hopefully) within his strongest field.
4. Organization of only our media would simplify the teachers burden.
5. Cutting of cost of equipped room or area, with specific media as opposed to multi-media.
6. With only one media teachers handling and responsible for that equipment, less damage and loss results.
7. We would emphasize the aesthetic values through one media and not rely upon materials as a gimick.

Negative --
1. Lack of choice and conflicting interests for course offerings.
2. Possibility of boredom with one media (if taught un-imaginatively).
3. Possible limitations on what can be offered as a result of staff availability, resulting from majority of staff vacationing during one one-half term.

C. Projected staff needs necessary to implement the Split-trimester Design for extending the school year.

1. More staff would be necessary in order to give the freedom of electing what and when to teach within reason and with a spirit of cooperation but not subversive.
2. A fund usable as renumeration for visiting artists, professionals, etc. would have to be allocated.

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II. The procedures necessary for scheduling students to implement the Split-Trimester Design for extending the school year.

Registration procedure on the lines of Universities could be compared, i.e., sign up for 1/2 course hour.

Registration day and location would be established, - courses offered would have limited enrollment.

Homeroom personnel and counciling staff would council and advise students, regarding major/minor areas, - prior to registration.

In essence this proposal is a pre-scheduled course offering, as opposed to scheduling, rescheduling according to need. At present several weeks are expended, causing inbalanced classes, and a very slow beginning to a semester.

III. Degree to which space and facility utilization will be necessary and required to implement the Split-Trimester Design for extending the school year.

Space and facilities would not be greatly affected, possibly more room space would be available because the students would be studying throughout the year.

Auditorium or large hall space would be necessary for enrichment programs, i.e., lecture film, etc.

Assuming that many subject areas would desire to use these facilities, early planning would be necessitated.

IV. The degree to which effective remediation or enrichment, on continuous progression would be feasible within the Split-Trimester Design as compared to a conventional school year design.

Enrichment:

In the two semester system, routine tends to stultify -- the organization of field trip/museums, etc.

The one week breaks would enable faculty to plan for visiting speakers, etc., in the foreseeable term.

Suggested Area- of Consideration:

a. Travel and exhibits
b. Service to community
c. Art in nature (related to Conservation, Ecology, life and art in harmony with nature)
d. Art and the environment
e. Visiting lecturers

Introduce and create understanding of the art related fields, i.e.,

Communication (Art as a Universal Communication transcending languages cultural barriers)
Architecture
Landscaping architecture
City Planning
Industrial Design
Graphics
Fashion
Product Design

It would be desirous to invite craftsmen, tradesmen, professionals

Time Module Suggestion:

Modules of 40 and 80 minutes to encompass laboratory work and theory.

1 week: 40 -single mod.
80 -lab mod.

M	T	W	Th	F
40	40	80	80	80

Mon. and Tues -- Demonstration, lecture;
Wed. and Thurs., -- Lab sessions (studio)
Fri. -- Enrichment, or lab. day

Continuous Progression:

Beginning Courses - would be pre-requisites, i.e., basic design, composition, etc. Courses following would be to study in depth previously introduced elected areas.

Students would be working towards self-growth as opposed to competitive placement.

V. As Applicable to Junior High School

Junior High School - 3 - 7 week units in Junior High School
3 - 7 week units in Senior High School

Pre-requisite - 1st courses.

Introduction areas to be covered out of the five offerings.

1. Graphics - printmaking
2. 3D (ceramics and sculpturing)
3. Painting and drawing
4. Non-lab courses
    a. Art concepts
    b. Creative problem solving
    c. Art history
    d. Environmental problems
    e. Community work
5. Crafts - (weaving, etc., fabrics, decoupage)

The reasons for making these requirements are as follows:

1. It is important in this technological age to provide an education in aesthetics
2. As a result of increased awareness of ones historical background and present environment, an understanding of todays problems, is gained.
3. The inherent necessity and desire in each student to create in a lab situation an art product.
4. The small unit facilitates study in depth in specific area.

Total offering
Photography
Art Concepts
Graphics
Painting and drawing
Jewelry
Humanities
Crafts
Basic design
Commercial Art
Ceramics and Sculpturing
Fabrics
Creative thinking

A. The degree to which instructional revision and curricular reorganization will be necessary to implement the split-trimester design for extending the school year.

Junior High Art Curriculum

1. Each tri-mester or unit offered in the area of art will be a separate unit that is not sequential.
    a. Each unit will deal with a specific area in art and will have a specific title.
    b. The units may be taken in any sequence with the exception of Unit I - Design, which will be required for 7th graders before they go on to other units.
    c. A student may elect a unit of art each tri-mester if he desires or he may choose from elective fields after the required introductory course in art.
    d. The art committee does not feel that student enrollment in art will greatly decrease. On the contrary, many students will be attracted to the more specific subject areas. In the long run, we feel enrollment will remain about the same if not increase slightly.
    e. 7th grade curriulum sample

Unit I	Design
Unit II	Printmaking and Painting
Unit III	3 Dimensional Projects
Unit IV	Ceramics
Unit V	Fabrics and Weaving

    f. At this time, all of these areas are being taught in the curriculum but in most cases not in concentrated periods of time. The new tri-mester plan would mean a restructuring of time alloted to these specific areas.
    g. Not all units listed will be offered in every tri-mester but there will be a sufficient choice to interest students.
    h. The use of alternate day scheduling in art will be eliminated.
    i. 8th and 9th grade art offerings will continue to be elective with students choosing an art unit each tri-mester if he desires

VI. Positive and Negative factors related to Instruction Staff within a Split Tri-Mester plan as compared to the conventional School year plan

Staff — Instructional
Positive Aspects:

A. In brief, mental and physical health, due to frequent breaks between the seven week periods of intensive work

B. Shorter units and more immediately attainable goals

C. The shorter units allow teachers fresh starts more often, which would maintain the original enthusiasm

D. Opportunity to take University courses at all times of the year.

E. Availability to undertake travel at times other than high season.

Negative Aspects:

A. There is a possibility that pressures could be brought to bear by department heads and faculty, to accept less desirable assignments. This actually happens to some extent (under the two semester system) according to seniority, i.e., This would also affect choice of vacation.

B. With shorter units -- establishing a working rapport with students will have to be accomplished quickly.

VII. Positive and Negative factors related to Staff-In-Service training and development within the Split Tri-Mester Design as compared with that found in the conventional school year design.

A. The relevance and usefulness of the present in-service training days should be critically studied.

B. The content and quality of presentation can be professionalized.

C. The calendar could still accommodate these days - but recognition of their time purpose must be an obvious feature of their inclusion in the calendar.

F.N. It seems obvious that faculty, at present, enjoy the change from a week in week out routine but if those days provide (serve) little more than a change -- then they should be discontinued until such time as variety is part of the normal school week, and an expertly presented, relevant and interesting program of events organized for each in-service day.

Assuming that the content and quality of these days is improved, how would it fit into the 6 1/2 term plan -- so that each teacher would have equal opportunities to participate in the programmes.

VIII. Positive and Negative factors related to students within a Split Trimester plan of instruction to that of the conventional school year design

A. Positive factors in both high school and junior high school.

1. Psychological factors
    - a. Frequent breaks would tend to make the school year less monotonous with more opportunity for vacation and travel.
    - b. The shorter term of 36 days could help students to retain their enthusiasm in the subject matter.
    - c. A less intensive pace could be adopted by students who would not work well under pressure or on the other hand would enable enthusiastic students to work at a faster rate.
    - d. A student could graduate earlier if he wishes
    - e. In the present system frustrations and feelings of failures become evident after many weeks. A shorter period of time may help to change this.
    - f. Students could register for specific course and hours.

2. Economic factors pertaining mainly to high school level:
    a. Part-time jobs could be taken on a year round basis
    b. Greater job opportunities would be available at off-peak times of year
    c. C.O.T. could offer job-course programs that would be more relevant.

3. Recreational factors:
    a. Recreational activities and sports could be undertaken at the applicable and desired time of year.

B. Negative factors:

1. Group stability could be undermined by changing groups more often during the year.

2. Some students need time to gather momentum which under the short unit could cause frustration and terminate possible effort. Howeve this is a relatively rare occurance.

IX. The Possible Effect on School holding power as a result of the Split Tri-Mester design.

The possible lack of Educational Continuity

A. We feel that this system would have more holding power -- due to no extended periods of time away from study, e.g., (12 weeks in summer)

B. The short one-half term units would to some extent, eliminate boredom and sameness.

C. Students would be able to have greatly diversifying plans which are relevant to their future.

Sandwich courses set up with industry would enhance and make meaningful pre-apprenticeship programs.

D. Possibility of graduating in three instead of four years is an attraction to students who desire independence.

X. The degree to which it would be possible to complete six levels of Secondar School instruction in not over five split tri-mester years at a level of educational quality which will be at least equal to the level attained in six conventional school years.

Educational Quality 9 (would it be jeopardized)`

Assuming that 1/4 credit is granted for:

7 weeks work --

14 weeks 1/2 credit
(Tri-Mester) 14 as opposed to 18 (2 semesters)

4 weeks shy of time now available

Is it possible to equate time spent with quality

Solution: Make graduation more than 17½ credits to retain same time factor, or allocate credit on the basis of Credit Hours.

SUMMARY

Art courses do not need to adhere to sequential formats, as may be necessary in other courses of study, e.g., Math.

The very nature of art deals with change and adapting to new ideas, and so consequently art courses lend themselves to accommodating the Split-Tri-Mester Design for extending the school year, as a result of its inbuilt flexibility.

Business Education Evaluation
of
Feasibility Study

March 9, 1970

1. Curriculum Revisions

   Skill subjects would have to be revised according to performance goals. Averages would have to be determined on the new time limits, and courses could be set up on this basis looking at the entire curriculum rather than grade levels.

   Other subjects would be broken into units containing multiples such as four weeks with objectives set for this shorter span of time.

2. Staff

   A general increase in staff is seen necessary; either addition 10% in numbers or an increase in pay of 10% for staff to teach the longer period of time. More non-professionals could be used to supervise the typing room when used outside of regular class time.

3. Scheduling

   Families would need to do more long range planning to be able to take course in sequence when they are offered.
   In some cases, such as typing, two trimester periods say IA and IB would profit from the use of his new personal skill.
   There may be a danger of small classes such as shorthand surviving because of the additional scheduling problems.

4. Space and Facilities

   Present facilities should be adequate; in fact, we may see more of equipment than now.
   Air conditioning would definitely have to be a necessity.
   At present, we don't need bus facilities for the summer session. This would be an added cost under the trimester plan.

5. Continuous Progression, Enrichment, and Remedial Instruction

   This area is the advantage we see that the trimester plan has over our present arrangement. The shorter time span (36 days) means less time loss if student is having difficulty. On the other hand, it provides for more rapid advancement for the student who is doing well.

6. Holding Power

   This area is difficult to determine, and we are only guessing here; but the department seemed to feel that we would have fewer dropouts with the trimester plan.

7. In-Service Training

This plan could be a disadvantage with additional problems in no coinciding with the University of Michigan Schedule. On the other hand, we could have additional free time with the week between trimesters to schedule in-service training.

8. Completion of Six Levels in Five Years

This would be possible, but we questioned how many students would take advantage of this. Also, if the students finish early employers hesitate on hiring graduates who are young because of the fear they may be immature.

9. Other Findings

This new approach may help the Business Department through increasing their enrollment because of the possibilities of increasing the electives the college preparatory students now have.

We all felt that the cost factor was the largest hurdle anyone would have to overcome if they ever wanted to put the trimester plan into effect in Ann Arbor.

The Business Department was evenly divided for and against the trimester plan. No vote was taken, but I am assuming this from their reactions. I was impressed with the department's willingness to be open minded in discussing the plan.

Report for English Department on Split Tri-Mester

The English Department of the Ann Arbor Secondary Schools have discussed the feasibility of an extended school year made up of six 36 day segments with vacations between these and a four week summer break. Its discussions concerned four main aspects of the proposal: Advantages, Disadvantages, Total School Year Programming Programs, Design of a single course to show a pattern of how such a program might work.

Advantages:

1. Students and teachers both need more frequent "rests" from the routine of school studies. Fatigue in learners and teachers is becoming a real problem in modern education.

2. School round use of plant is an obvious advantage which might or might not be economical of building investment.

3. Students who wish to graduate earlier could so and proceed to university studies or job seeking more quickly.

4. Interest level of students might be easier to keep high if units were of short duration, subjects changed quickly, or concentrated study on one matter like composition were sustained at a high level of intensity for short periods of time.

5. It would be possible to offer a quite diverse English program with considerable course variety: what were previously units in longer courses could become entire courses and a greater variety of such offerings included with less effort for each course design.

6. Conceivably, such a plan could lend itself to more extensive kinds of experiment with time modules: for example, students could study only two subjects in one 36 day segment, English and physics, and the number of hours in the day could be cut up so as to offer lecture hours, lab hours, field trip hours, tutorial time, etc., with less disturbance to a student's total schedule. It could even include supervised study in small rooms or independent study projects brought to completion in a short concentrated time span. A student could take math and physics in semester IA, English and American History in semester IB, math and physics again in IIA and so on. Manipulation of the time segments might be productive of good learning.

7. Staff members could specialize in their teaching strengths. For example, good teachers of language could teach two or three sections of a language course in each of five semesters because they want to.

8. Marks for these smaller time segments could be more reflective of a student's diverse talents and performance. For example, a student who dislikes poetry and may refuse to study it well could get a bad mark in that unit of work, but be a good student of the novel, or language and compostion and get good marks in that work. Thus, instead of one mark of C- for 18 weeks, he might have one mark of D and one of A, and teachers could tell where his strengths and attainments were.

9. Staff members could have longer times away from their work by taking off semester IIIB, the four weeks in August, and semester IA in the following year, all with pay, to spend a total of 18 weeks in university study or

completion of dissertation or travel or whatever. Probably such a time span would coincide with university terms somewhere if of that length.

Disadvantages

1. Administrative problems of staff assignment, maintaining class sizes, and securing equal student enrollments in any period of time would be horrendous. If, for example, all the English teachers decided they wanted to work Semester IIIB and have the fall term off, and only one quarter of the student body came to school in the summer, staff would have to be sent home with consequent problems in teacher morale, portionment of salaries, etc. Money and computer time are needed to make our program fit such a pattern.

2. If students had to change teachers in such a plan every 36 class days, it could produce real problems for both teachers and students. In large high schools students already express a sense of dislocation, of lacking identity with teachers, and teachers realize the need for longer times with students to get better insights into their growth and needs.

3. It is extremely unlikely that the vacation schedules of families will permit lots of winter vacations. The majority of people still work in plants and institutions which use summer months for retooling and forced vacations or workers, or in settings which do not permit winter vacations. Winter vacations are common to retired people, to professionals like doctors, or business men. To ensure 1/6 of the population would be out each trimester would probably require some sort of coercion on the part of the school system.

4. Early graduation for many students is not desirable and nothing in the plan could really deter the student who is determined to go to school all six semesters. Many of these students cannot stand the strain of steady school attendance and cannot adjust well to university environments when they are very young.

5. Any courses which are sequential in nature will be hard to divide and re-structure.

6. In-class instruction time will be reduced; for example, if two such semesters equal one current semester and receive a half credit, they only constitute 14 weeks of instruction compared to the current 18, that means deletions of materials now taught.

7. There is no evidence to prove that daily instruction will be improved. What happens in the classroom between the teacher, the subject and the kids may be precisely as effective or ineffective in 36 day bites as in 18 week bites.

8. There may be a real loss of sequence and relationship, that is, the idea of English as being made up of related aspects of literature, language, speech, composition, etc., may be artificially destroyed by reducing semester length. You cannot profitably study the novel for example, and do much more in 36 days than the novel with some composition work.

Students tend to close their minds to the relationships already in the curriculum and do not bring live knowledge, for example, from history to English class now. This time division could produce greater and greater fragmentation of naturally related subjects.

9. What courses to offer at what times will cause a serious scheduling problem for a department. Suppose, for example, that all sophomores must take two introductory English courses; and those courses now at 18 weeks each would require 4 of the 36 day segments, would each be taken in sequence; how many times should it be offered to ensure that students can all get both terms in?

10. Educational problems in English tend to be deep problems of motivation, methodology reform, etc., and manipulation of time segments does not seem likely to produce any solutions to these matters. If we are to have educational innovation, perhaps the money and attention of the establishment should go to attacking these intrinsic problems and not to gearing up for a superficial structural change in time modules.

11. Air conditioning might be essential to learning efficiency in July.

Requirements for the Sophomore Program

1. Students must take two semesters of 123 in sequence and two of 124 in sequence and must take one seven week course in language study, 129.

2. That accounts for five terms by since 123 and 124 must each be taken in sequential two-semester bites, 129 need only be offered semester IIA and semesters IIIA and B.

3. Possible Schedule

IA	English 123 a and 124 a
IB	English 123 a and 124 a and 123 b and 124 b
IIA	English 123a and 123b and 124a and 124 b and 129
IIB	English 123 b and 124 a and 124 b
IIIA	English 123 b and 124 b and 129
IIIB	English 123 b and 124 b and 129

4. Possible student schedules

IA	123 a	IA	Vacation	IA	124 a
IB	Vacation	IB	124 a	IB	124 b
IIA	123 b	IIA	124 b	IIA	129
IIB	124 a	IIB	123 a	IIB	123 a
IIIA	124 b	IIIA	124 a	IIIA	123 b
IIIB	129	IIIB	129	IIIB	Vacation

(and so on)

Requirements for Humanities, American Culture or Advanced Placement Courses

Sequential Courses for Accelerated and Advanced Placement English, American Culture, and Humanities. These must be offered in the following overlap pattern to permit students access to all semesters for vacation or simply required that students choosing these programs must be in attendance Semesters IA through IIIA only. Note that that is a kind of rigidity is no greater than we now have but no more flexible than we now have.

IA American Culture 111, Humanities 245, English 185, and English 189

IB American Culture 111, 112, Humanities 245, 246, English 185, 186, and English 189, 190

IIA American Culture 112, 113, Humanities 246, 247, English 186, 187, English 190, 191

IIB American Culture 113, 114, Humanities 247, 248, English 187, 188, English 191, 192

IIIA American Culture 114, Humanities 248, English 188, English 192

IIIB Nothing required but can choose other electives.

Open Grade Block for Upper Classmen

IA 105, 107, 109, 113, 125, 127, 135, 137, 140

IB 105, 107, 109, 113, 125, 127, 135, 137, 140 and

106, 108, 114, 126, 128, 138, 140, 143

IIA 106, 108, 114, 126, 128, 138, 140, 143

All of these are now 18 week courses. They would therefore have to be either sequential, that is split into 106 a and b or new course number created to offer an equal range of electives for each semester.

IIB 106 b and 108 b, 114 b, 126 b, 128 b, 138 b, 140 b, 143 b, and so on.

These courses include such offering as Mass Media, Journalism, American Genre Study in Poetry and Drama, American Masterpieces, Modern Readings, etc.

Two alternatives exist here:

1. Design a series of 36 day courses in poetry, drama, etc., and end each unit with a mark or
2. Divide current offering into units of two 36 day segments in sequence and devise IBM numbers for these which would not confuse students and teachers.

It is probably easier for schools with little diversity in English course offerings to plan such a schedule than for us because we offer about 28 different English courses all of which must be subdivided or made sequential.

Re-Design of a Single Course, English 125 - Genre Study in American Poetry and Drama

1. Such a course is now offered to first semester juniors on a college preparatory study pattern and will be offered hereafter in an open block to any juniors and seniors who want such a course and who can manage the work in it.

2. Its objectives are rather easy to state:

   A. It aims to present the basic elements of poetry as they can be described and differentiated from other literary forms in an ascending order of difficulty, with not undue emphasis on techniques, and by using a great variety of American poems for lessons. A student for example, should come to understand that poetry generally has some of the following characteristics:

      1) It has more deliberately contrived rhythms than prose does.

      2) It is generally more figurative, less literal than prose is.

      3) It is generally more imagistic, more pictorial, more sensuous than prose is.

      4) It often is more compressed in language, more economical and requires closer and fuller reading than prose does.

      5) Poems can be dramatic, that is, they have speakers, situations, occurrences, points of view toward experiences and subjects.

      6) Poems can come in a variety of traditional forms, for example, and ode is different from a sonnet in certain ways. When poems are created to fit a particular tradition, e.g., the Italian sonnet, you can describe quite fully all the "tricks" the poet used to make his piece assume the form it assumes.

      7) Poems may frequently have scrambled grammar or rhetorical flourishes which poets use to cause attention to a line or a image. In that sens, "difficult" poetry requires translation.

      8) Poetry is not required to be beautiful or moralistic or whatever. Each poem is an experience in itself which can be read, penetrated, felt, talked about, criticized, repeated, returned to, accepted or rejected. A reader of poetry tries to fit his mind and his experience exactly to the poetic cues he is given and when he succeeds will have a very close approximation to the experience which the poet wanted for him.

      9) Poetry is a necessary art, not an embellishment or ornament. There are experiences which only poetry can reveal; there are subjects which require poetic reatment to find out their essence.

10) American poetry is a full, expanding genre with many fine poets in many different generations so that learning to read Poe, Frost, Whitman, Sandburg, Dickenson, Stevens, Roethke, etc., are all further developments in the genral art of being a good reader of poetry.

B. Now, a similar set of descriptive observations could be written about drama.

3. The course includes composition instruction and assignments, about eight themes a semester, with instruction in type, subject, correction by the teacher, and personal and class critique.

4. To re-cast this course in a seven week unit would obviously suggest that two semesters be created, one for poetry and composition, and one for drama and composition. Texts for poetry might be Sound and Sense and any good collection of American poetry with considerable numbers of poems by black poets. The same purposes in the course described above, the assignments, the paper topics could all be as they are now.

5. Generally, the composition would include the following experiences:

   a. Writing some poetry themselves in order to appreciate the demands the poet faces

   b. Writing some analytical papers on particular poems to test how well they are reading

   c. Writing some critiques of poems or comparative studies of two poems or two poets the students have read in some depth

   d. Writing a paper which is a take-off on an experience in a poem to see if it could be better handled in prose or if the discussion has generated enough excitement so that students want to write further on an idea raised in a poem.

Essentially, this entire pattern, is merely a transferred series of units or ideas from a now existing course.

Some summary remarks are in order:

Two different questions are really confused when a system is asked to consider the feasibility of an extended school year, and the answers to the two questions are different. First, is it feasible to design an educational program in the school which will use a time plan like split tri-mester? The answer is clearly, "yes", it is feasible to consider problems of staffing, school attendance, program re-design, and to create a pattern of school attendance like the split trimester. But the second question, more implied than stated is, is it educationally superior to the current school year designs and the programs which have arisen in that structure? The answer, is clearly, "no", if the system studying the proposition must absolutely discover and predict and prove clear advantages to the education of children. Our considerations of the proposal have led us to conclude that it has certain "charming" prospects and does indeed engender ideas and thoughts about educational re-design. But such consideration also shows that any sanquine predictions that the basic educational problems in English will evaporate because of such changes would be unwarranted. The basic problems in English education are, how to:

1. Teach people to read more efficiently
2. Teach people to write and speak with greater precision, fluency and grace
3. Teach people to read a great variety of literature from many cultures and centuries with appropriate skills
4. Teach people insights into their language's history and form
5. Teach people to manipulate that language mechanically with at least minimal literacy
6. To produce in children a level of literacy, a taste for literature, and an affection for literature which will grow in their entire lives

All of these problems have been inherent in the teaching of English for hundreds of years, and despite the changes in books, methods, time arrangements, teacher education, we cannot say confidently that any of them have been solved. We can point to advances here or there: the paperback revolution, the modern grammar movement, the Advanced Placement programs, the team teaching Humanities, American Studies kinds of courses. The general literacy of the population is clearly and provally better than it was 70 years ago. But we cannot promise that the tri-mester causes us to see solutions to any of these basic issues. If we do promise, it will be another of those educational prophet-like acts which we will live to regret. This report balances advantages against disadvantages and says that it is feasible to mount a tri-mester, extended school year in this district in the English departments, but that such a plan has many problems in it and will not improve English instruction in any precisely predictable way.

FOREIGN LANGUAGE FEASIBLITY STUDY

I. A. Necessary Curricular Reorganization

Degree of Curricular Reorganization Needed

	7th	8th	9th	10th	11th	1th
Modern Languages	extensive	extensive	extensive	extensive	considerable	moderate
Latin			extensive	extensive	moderate	moderate

The study of foreign languages is characterized by a necessarily sequential development of language skills in its early and middle phases, followed by a period that permits further study to take any of innumerable directions. The split-trimester plan, therefore, poses no serious difficulty for the advanced level of foreign language study. Students could enter and leave during any one of the six split-trimesters with the only result being that they had studied 5 out of a possible 6 units on literature, with any combination of 5 being equivalent to one year of our present work.

Unfortunately, the results would be very different at the beginning and intermediate levels. Since the work is so very sequential and cumulative, the "revolving door" aspect of the split-trimester system which has some students leaving and some returning at six points in the school year, makes it relatively impossible to teach languages in the traditional way. The only way to keep both the split-tirmester system and the traditional pedagogy would be to start new section on each of the six starting dates. This would result in such small class sizes as to be economically impossible.

If the traditional approahc, together with the materials used to teach it, are to be rejected, what could take its place in the split-trimester system? It would have to be programmed learning materials designed for individual study, with the teacher assuming the position of consultant. There would have to be a battery of evaluative devices that indicated when a student was ready to advance to the next level of skill acquisition.

Such a system could not be introduced until materials had been produced to support it and teachers had been retrained to work with students on an individual basis instead of in classes.

B. Positive and Negative Potential

The positive potential of the split-trimester proposal for foreign languages lies mainly in those areas which affect the school system as a whole; i.e., broader possibilities for vacation time, greater use of school buildings, increased chances for more education or early graduation, etc. In addition, the individualized study aspect makes for greater flexibility in scheduling and greater accommodation to individual differences among students in rate of learning.

The negative potential seems far greater than the positive. To fit language learning into the split-trimester plan would involve scrapping a system that works for the majority of students enrolled and replacing it with a system that has not been successfully tested with secondary students and for which materials are not yet available. There is no evidence to lead us to expect that such a system would have a good chance of success even if the materials were available. Before embarking on such a venture it would be wise to attempt to teach a small number of students who wish to study an exotic language not offered as a regular part of our curriculum, employing programmed materials, and individual study. If it proved successful for this pilot group, then we might consider expanding it to include our regular program.

C. Projected Staff Needs

Teachers would have to be re-trained to work in an entirely different way at the beginning and intermediate levels. Assuming that adequate individual-study materials are not commercially available, it would be necessary to hire teachers to write them, and very likely train them how to write these materials.

D. Scheduling Students

Students would be assigned materials on the basis of evaluative devices that measured their level of proficiency. As they progressed through various steps, they would be given different materials.

Students at the advanced levels would meet teachers in the traditional classroom setting, scheduled in the traditional way.

E. Space and Facilities Utilization

Individual study of programmed materials could most effectively be carried on in settings other than that of the traditional classroom. It would therefore be necessary to architecturally alter much of the present classroom area, converting it into individual study carrel area with small offices for student and teacher consultation.

F. Remediation, Enrichment, and Continuous Progression

The individualing of the educational process would theoretically increase the opportunities for remediation, enrichment, and continuous progression. This potential for improvement over the traditional system can not be realized, however, unless experience proves that most students will actually learn the basic skills of foreign languages under an individualized study system.

G. Instructional Staff

It may be assumed that many staff member will enjoy the opportunity to have a work and vacation schedule different from the present one. It is not as easy to assume, however, that they will welcome with equal enthusiasm the entirely different program of instruction which will have them acting as consultants rather than teachers. It is also not possible to say with certainty that teachers will enjoy working with programmed materials in place of the traditional textbook.

H. In-service Training and Development

The opportunities for in-service training would automatically be increased since there would be an increased flexibility of teacher time as a concomitant of individualized study. It is well that this situation would result since it is safe to assume that teachers would require considerable retraining to successfully make the switch from traditional teaching to acting as a consultant to students learning by individual study. It is also possible that some teacher time may need to be devoted to the production of materials which will replace the traditional textbooks.

I. Students

Many students, like many teachers, will welcome the increased flexibili which is inherent in the split-semester plan. Many students will profit from the increased potential for remediation, expanded education, or early graduation.

However attractive these features may be, there is still the critical unanswered question of whether or not students, in general will accept the idea of individual study and make it work. It is very possible that some students will do extremely well at this type of work, but it is also likely that many students may not be sufficiently mature to work without the almost constant presence of a teacher.

Another unknown quantity is how students, and teachers, will react to the reduced amount of personal contact that would result from individualized study. Although it is true that individual teacher-student contacts would be increased, the socializing influence provided by the classroom situation, with constant interaction between different pubpils and the pupils and the teacher, would be greatly diminished.

J. It may be assumed that the holding power of the school system under the split-trimester system would vary and be directly related to the individual student's acceptance of the plan. Those who felt "turned-off" would be more likely to drop. It is likely that the more able and mature students who stay until graduation under the present system would also be those most likely to stay under split-trimester plan. The immature and poorly motivated students are those most likely not to be able to handle the freedom, flexibility, and responsibility inherent in individual study required for foreign languages under the split-trimester.

K. Educational Level

For those students who can work well in an individual study setting it is likely that some might attain a level of proficiency greater than that which is possible under the present system. This would be due to the increased potential for continuous progression and extended education inherent in the split-trimester plan. The opposite would be true, unfortunately, for those students who require the prodding of a teacher to do the necessary work, but who can not adequately handle individual study.

II. Summary

The main stumbling block to applying the split-trimester plan to foreign language study lies in the fact that the basic and intermediate level concepts are so sequential in nature, that it would be impossible to have student leaving and entering during any and all of the six possible vacations times. They would be hopelessly lost when they re-entered, after an extended vacation, a class which had been moving along. Equally impossible would be attempting to have beginning sections for each level at each of the six "starting points" since this would result in class sizes so small as to be prohibitively expensive. The only way seen to teach the basic and intermediate levels in the split-trimester format is to turn to individualized instruction ghrough programmed materials. The students would work on an individual continuous progression plan with the teachers now serving as consultants and evaluators. The advanced courses, primarily literature classes, are not necesarily sequential in nature and could be divided into six independent units to be taken in any order. These advanced classes could be taught in the traditional classroom setting.

Given the fact that individual study programs of the type needed do not exist and that we have no hard evidence to suggest that most students will in fact learn under such a system, it seems foolhardy to even consider instituting such a program for foreign languages in the near future.

3/17/70

ANN ARBOR PUBLIC SCHOOLS
Home Economics Department

TRI-MESTER FEASIBILITY STUDY

The following report is the reaction of the Ann Arbor Home Economics teachers to the tri-mester feasibility proposal. The suggested format for group reporting, written by Alex Nelson, is the guideline used to present the home economist's reactions. There are various points in Mr. Nelson's suggested format that relate to the total school system and indirectly to the home economics program. This report will only reply to those points which deal directly with the home economics curriculum.

The present home economics curriculum would need to be extensively revised to fit into the seven week time periods of the split tri-mester system. The revisions that could occur for the junior and senior high program are illustrated in the following diagrams and discussion.

JUNIOR HIGH

A. CURRICULUM:

Seventh Grade

Subject	Time Period Offered
Clothing	IA -- IIA --- IIIA IIIB
Foods	-- IB IIA IIB IIIA
Family Life	IA IB --- IIB --- IIIB

Eighth Grade

Subject	Time Period Offered
Clothing	IA -- IIA --- IIIA IIIB
Foods	-- IB IIA IIB IIIA ----
Personal Development	IA IB --- IIB ---- IIIB

JUNIOR HIGH (continued)

A. Curriculum (Continued)

Ninth Grade

Subject	Time Period Offered
Foods:	
Intro to Basic Skills	IA -- IIA --- IIIA ----
Family Convenience Meals	-- IB --- IIB ---- IIIB
Clothing:	
Intro to Basic Skills	IA IB --- IIB ---- IIIB
Sportswear	-- -- IIA --- IIIA ----

Each of the above courses would need to be offered twice each seven weeks listed. A third offering would depend on student's schedules and teacher's vacations.

B. Staff:

According to the above course schedule, each calendar unit would contain approximately twelve class periods. With an eight period time schedule the devision of teachers per classes might be as follows:

Department Chairman	Four classes
Teacher	Five classes
One-half teacher	Two-three classes

C. Students:

The curriculum change would make available more course choices and more time periods for the courses. A disadvantage might be the limited student-teacher contact available in a seven week time span.

D. Facilities:

The rooms and equipment required would depend on the schedules of the students and teachers. It would probably be necessary to air condition the foods laboratories if they are to be used in the summer months.

SENIOR HIGH

A. Curriculum:

The curriculum outlined lists thirty-seven different classes, not including the commercial foods program.

Foods Classes

Introduction to Foods-Basic Skills (prerequisite to all other foods classes and also offered in 9th grade)
Convenience Cookery (also offered in 9th grade)
Family Meals

Baking
Meat Cookery

Foreign Foods
Outdoor Cooking (3 summer units only)

Entertaining
Experimental Foods

Note: This program does not include separate classes for boys, or the commercial foods program.

Child Development & Family Life

Human Development
Personal Development

Infant Care
*Family Health and Safety

*The Young Child
Family Resources

*Child Guidance Techniques
*Children's Play Activities

Play School Experience (Off-campus work experience, above *prerequisites needed)

Laws that affect the Family
Women in the Modern World

Note: Social Studies Dept. presently offers a Family Living Classes.

Clothing Classes

*Introduction to Clothing-Basic Skills (prerequisite to all other classes, also offered in 9th grade)
Sportswear (also offered in 9th grade)

Family Clothing
Alterations and Repair

Textiles
Flat Pattern Design

Dressmaking
Tailoring

Home and Furnishings Classes

*Design Principles (Prerequisite to other classes)

Housing
Home Furnishings

Equipment in the Home
Home Science

Home Management
Consumer Decisions

Home Furnishing Techniques
Home Arts and Crafts

SENIOR HIGH (Continued)

B. Staff:

If the school day is 6 class hours, and each teacher has 5 classes -

6 rooms and $7\frac{1}{2}$ teachers would be needed if all 37 classes were offered each calendar unit.

$3\frac{1}{2}$ rooms and 4 teachers would be needed if pairs of classes were alternated. Each class would be offered 3 out of 6 times, with prerequisites offered all 6 times.

3 rooms and 3 teachers would be needed if classes were grouped in threes, each class offered 2 out of the 6 times plus prerequisites offered each time.

Multiple sections of any class would require more teachers and more class space.

More teachers would be needed if each teacher planned to take one calendar unit off or an extended vacation period.

Some classes lend themselves to flexible time scheduling. For example: laboratory classes meeting for 2 class periods during each day.

Teachers might be teaching 5 different, yet related, classes during each day.

C. Students:

Revised curriculum provides a wide variety of subject concepts for the students. Each area of study requires one prerequisite and then the student can branch off into a variety of course offerings.

D. Facilities:

As mentioned under staff requirements, multiple sections of any class would require more class space. There would also be a need for more books and specialized instructional material for the variety of courses, and films would need to be ordered more often during the year.

The main positive and negative factors of the split tri-mester system and its effects on the Ann Arbor Home Economics Program will be the summary of this report.

73

Positive Factors:

1. Any change gives an opportunity to evaluate and perhaps improve present curriculum.

2. There would be a chance to offer more variety in curriculum.

3. The seven week period would focus on limited concepts so depth in subject matter could be achieved.

4. The program should reach a greater number of students because more courses are offered and they are offered more frequently.

5. The week between each tri-mester provides the teacher with needed time for planning and evaluation.

Negative Factors:

1. The commercial food program at Pioneer High School would need to require the student to take approximately three consecutive calendar units.

2. The food laboratories would be very uncomfortable in the summer months without air conditioning.

3. Modular or some form of flexible scheduling is needed to assist the advanced laboratories courses in completing projects within a seven week time period.

4. Scheduling of teachers will not comply with the current AAEA policy of only three class preparations.

Report submitted by Home Economics Tri-Mester Study Committee

Sylvia Evans, Chairman
Roberta Neff
Joan Vanderberg

INDUSTRIAL ARTS DEPARTMENT

March 1970

Report on the Extended School Year Feasibility Study

If we were to take a straw vote; those in the department who favor the split trimester plan voting yes those against the plan voting no, we would probably have a tie vote. There would be no clear cut statement that indicated the department collectively was in favor of the plan or against the plan.

This is, I think, because we did not try to "sell" the plan, nor did we try to scuttle it. No one knows enough about the merits or mechanics of the plan to do either effectively. The statements from department members either for or against the plan are likewise based to a large extent on a lack of knowledge or information.

Those of us who would like to try the split-trimester plan would do so because:

1. The idea of trying something really new has a certain appeal. Our present system "works" because we have had it around so long that we have either gotten rid of the bugs in it or have become immune to them.
2. The short rejuvenation period between periods is a positive consideration.
3. There might be more room for electives thus increasing course offerings.
4. Cross-grading would be more acceptable under this plan.
5. As our department moves into conceptual teaching, this plan is more suitable since the natural break would help to define objectives.
6. It would be possible to offer a number of short term courses in single skill areas such as blueprint reading, shop math surveying, basic electricity, auto electricity, trouble shooting, custodial training, wood refinishing, upholstering; as well as shorter refresher, remedial, or supportive courses in such areas.
7. It would, in theory, provide fuller utilization of building and facilities and cut down on present crowded conditions.
8. The 4th semester could include courses in selected areas for independent study and research. This could also be the place for the so-called enrichment courses not necessarily designed to promote concepts of industry (Arts & Crafts, etc.).

75

Those who do not favor the plan or at least do not bubble over with enthusiasm offer the following points and/or questions.

1. The shorter terms would require a complete reorganization of courses.

2. What would happen to teachers who plan to go to school during their time off and no other teacher was available to teach the subjects that are quite specialized.

3. It would be difficult to schedule Cooperative Occupational Training Related Instruction classes which would have a meaningful time and sequence relationship with students off campus work training programs.

4. It would appear that students would have a difficult time scheduling a sequence of courses in a particular field unless all course offerings would be offered each term.

5. Would the instructional budget increase with increased use of industrial arts facilities?

6. Thes would be more resistance to change once the department program was established.

Projected Staff needs necessary to implement the plan.

Scarlett	1 1/3	additional teachers
Forsythe	1 1/3	additional teachers
Slauson	1 1/3	additional teachers
Tappan	1	additional teacher
Huron	2	additional teachers
Pioneer	3	additional teachers

There will need to be additional staff to cover the city chairman duties and the vocational director's duties through the 4th semester.

REPORT OF THE SPLIT TRIMESTER FEASIBILITY STUDY

for the

ANN ARBOR PUBLIC SCHOOLS

MATHEMATICS DEPARTMENT

Presiding: Miss Alice M. Hach

Committee Members:
Bill Beinlien - Scarlett
Ann Cunningham - Huron
Lucille Houston - Forsythe
Dale Larson - Pioneer

Meeting Dates: February 16-17, 1970

Place of Meeting:
Administration Building
Ann Arbor Public Schools
Ann Arbor, Michigan

Purpose of Meeting: To determine if the Ann Arbor Mathematics Program 7-12 can be offered in a split trimester structure, to determine the advantages and disadvantages of the split trimester plan (when compared to the present program), and to outline curricular revisions which would be dictated if a change were to be implemented.

Consultant:
Dr. Henry Garland
Tallahassee Laboratory School
Tallahassee, Florida

Visitor:
Mr. Alex Nelson
Coordinator of Extended School Year Feasibility Study

INTRODUCTION

The committee found that, although the goals sought were ultimately those of best meeting the individualized needs of students, the discussions seemed to dwell upon four main categories. These categories were:

1. Curriculum and instruction
2. Individualization of student programs
3. Staffing needs (including inservice training and staff involvement in research and curricular revision.)
4. Facilities (including plant, suppplies, and equipment.)

As might be expected, problems and solutions did not nicely fit these categories and most were interwoven throughout all four of the above. However, each of these headings facilitated a summary of the committee members' opinions concerning (a) problems to be met in the event that a school system planned to change to a split trimester program, (b) positive factors which could accrue from a change to a split trimester program and (c) negative factors which could accrue from such a change.

The main portion of this report deals with these summaries. The committee then submits its opinion concerning the feasibility of the split trimester program as it pertains to the mathematics curriculum in Ann Arbor. Finally, the report itself is summarized by observations about priorities in implementing such a change and about the needs of education independent of the vehicle (in this case, a new school calendar) which seems to focus attention upon those needs.

CURRICULUM AND INSTRUCTION

The committee examined the existing 74-84-94-(335-335)-(325-326)-(343-344) sequence available to many Ann Arbor mathematics students. The purpose of the study was to ascertain the units now included (in at least one sample sequence), to reflect upon the amount of spiraling currently being provided, and to detect unwanted gaps or overlapping in the students' program. The members then attempted to build these units into courses of study which could be accommodated in 36 and/or 72 day sessions. It became evident quite early that the unavoidable sequential nature of much of mathematics would dictate that pre-requisites and co-requisites be denoted for many courses.

It was also quite evident that many problems from the other three categories all met at this same point and needed answers simultaneously . Much time was, therefore, devoted to curriculum with the thought that answers needed to be forthcoming if, most important, individual student needs were to be satisfied.

It was felt that one of the most important goals to be gained in any extended year program, and in particular the split trimester program, would be that of flexibility. The committee's attempts to provide this flexibility in a sample mathematics offering brought about some related problems. The members felt that students would have to be afforded more than one entry point into sequential courses during a calendar year in order to provide a great deal of flexibility. If this is kept in mind and, desirable or not, one wishes to attempt to spread enrollment nearly equally throughout the six split sessions, a proliferation of courses results. It was recognized that some compromise would be in order and that it would not be reasonable for a student to expect complete flexibility. One partial solution was that of giving attention to structuring several non-sequential courses of 36 day or 72 days lengths that would meet the needs of mathematics majors and the needs of non-majors. It was observed that a school system might expect the problems cited here to be more acute during any phase-in period of one or two years.

Experience indicated that curriculum problems were monumental. Dr. Garland stressed the need for adequate time (say two years) to prepare for a change if one were to be implemented. Further, he stated that provision for continued curriculum study and revision would be imperative.

The committee felt that early attention needs to be given to replacing or modifying the Carnegie unit concept for it hampers effective course revision and is very restrictive in the area of planning individual programs.

Positive Factors Which Could Accrue In The Area of Curriculum and Instruction

1. It would force an in depth study and a subsequent revision of the mathematics curriculum.

2. It would provide for a more economical use of time in that some of the spiraling (not needed in equal amounts by all students) could be reduced.

Negative Factors Which Could Accrue In The Area of Curriculum and Instruction

1. It was recognized that attention to the goals set forth in course descriptions was important but there was a concern about stiffling creativity (teacher and student) if courses were not planned with this in mind.

2. There is a possible problem in achieving continuity within a discipline.

3. There was a concern about the proliferation of courses. It was noted that some of the problem would be solved by students crossing class lines to take courses when appropriate for them. However, other courses to meet the needs of students of differing mathematics abilities were deemed necessary--just as is now the case. Thus, one is still faced with many course offerings, in each term, if all students are to be served.

4. The Ann Arbor system would need the assurance that requirements of the State Department of Education would be waived for a sufficiently long period to complete an evaluation. If this were not to be the case one might be faced with at least two rather trying periods of transition within a short period of time.

INDIVIDUALIZATION OF STUDENT PROGRAMS

The need was cited, especially under the split trimester program, for extensive individual student records to be kept by departments. The individual teacher and the department would need to assume a greater role in counseling the student than they now assume. It was felt that this was important and should be effective since changes in the students' programs could occur several times during the year. Further, the teacher who should know his own students' performances best, would be more effective as a counselor than would someone without that first hand information.

Positive Factors Which Could Accrue In The Area of Individualization of Student Programs

1. A student would be able to leave a mathematics course, in which he was not successful, after a short period of time.

2. A student who failed a course or who wished to discontinue a course for any reason could get back into a desired sequence without a long delay.

3. Students might be more willing to "risk" new experiences in courses of short duration than if they were obligated for one semester or one year.

4. More offerings should be available that would enable students to meet their needs and desires. (Note: possible many courses of short duration in five 36-day sessions as opporsed to 5 or 10 courses available in two semesters.)

5. The student would be afforded an opportunity to explore in other disciplines if he makes use of the extended calendar and does not choose to use it as a vehicle for early graduation.

6. The student would be able to plan periods for vacation and work experience without terminating his school career. The extended year could make it more feasible for him to be a part time student and gain related job experiences.

7. Courses of in depth study that are non-sequential in nature are possible as are remedial courses in arithmetic and algebra. Such courses could be scheduled to be concurrent with the student's needs in another discipline and he would not be obligated to take a 90 day long course to meet a fairly restricted need.

Negative Factors Which Could Accrue In The Area of Individualization of Student Programs

1. There could be a problem in maintaining continuity for some disciplines and for some individual student's program because of courses of very short duration.

2. It was felt that early graduation should definitely be a possibility for any truly individualized program but there was a concern expressed that many who would choose that option would not be well advised to

to do so. (Doubtless, the key is a well planned program for each individual and early graduation is only facet of such a program.)

3. Students and teachers need part of each session to become acquainted. If the several re-schedulings during the year involved many changes of teachers, this could be detrimental.

4. Each student might be called upon to record extended plans in the interest of making it possible to determine projected enrollments--not an unreasonable request. However, some of his desired flexibility may be lost.

STAFFING NEEDS

The committee noted that a great degree of staff involvement would be the key for planning, selling, and maintaing any new program. The necessary involvement of as many staff members as possible in curriculum revision would pay dividends, but with even a normal turnover of teachers, an effective inservice program was deemed imperative for success of a split trimester plan.

Positive Factors Which Could Accrue In The Area of Staffing

1. Classroom teachers in the Mathematics Department would become more effective in helping students plan their individual mathematics programs. The personal involvement here would also be an asset.

2. Teachers could be assigned mini-courses (36 days) in their special interest areas. This might negate a tendency on the part of some teachers who may devote unwarranted extra time to their favorite topics.

3. Dr. Garland cited the benefits evident in those departments at his laboratory school where innovative teachers had created new courses of 36 day durations.

4. The staff would be employed on a 12 month basis with new options arising for the teacher's continuing education since his free time would not always be in the summer.

Negative Factors Which Could Accrue In The Area of Staffing

1. Planning time and inservice programs are imperative for the curriculum revisions which are dictated. However, at this date, those items have not been completely resolved in teacher contract negotiations.

2. During a phase in period and possibly even in established programs teacher utilization would be dependent upon enrollments. There was a concern expressed about belatedly finding out if one were to be teaching during a given session and also what courses he would be teaching. This would be linked to contracted programs on the part of students.

3. Teachers would have a shorter period to become acquainted with students and, without a considerable effort in scheduling, may meet several completely new groups per year.

4. The possible proliferation in mathematics courses might require more preparations per teacher than is now the case. This is tempered by the fact that these might really be portions of extended courses he is now teaching--but on a given day he could have more preparations than would be desirable.

5. Employment on a 12 months basis could prevent fulfillment of other plans by individual staff members.

FACILITIES

The committe felt that Ann Arbor was sure to continue to face crowded school situations. To the extent that a split trimester program would make it possible for spreading the enrollment over the entire year, the situation might be alleviated somewhat. However, it was thought that the growth rate is such that this would be partially negated and any split trimester program would be faced with crowded conditions. In view of the previously cited proliferation of courses, this would pose a problem.

The committee's study of the 374-344 sequence served to underscore a problem that would likely arise concerning textbooks. Course revisions would, no doubt, make most existing textbooks not as effective as would be desired. It was suggested that multiple textbooks be utilized in some courses. If this were to be the case it would seem quite necessary to examine Ann Arbor's policy concerning textbook purchases.

Positive Factors Which Could Accrue In The Area of Facilities

1. The physical plant would be at least partially utilized for 216 days rather than 180 days.

2. Mathematics supplies and equipment for special courses would possibly be shared in fewer rooms during a given session.

Negative Factors Which Could Accrue In The Area of Facilities

1. There might be an added cost if the multiple text plan were to be implemented.

2. Air conditioning might need to be considered in order to make some rooms and possibly entire buildings, comfortable during the summer months.

FEASIBILITY

The committee indicated that it felt that implementation of a split trimester program in the Ann Arbor system would be possible from the standpoint of the mathematics program.

82

SUMMARY

After stating the above, the committee felt that the following observations were needed. One can, no doubt, agree that many of the previously listed "positive factors which could accrue" would be quite desirable outcomes. However, one need ask to what extent would the split trimester program merely be a vehicle for forcing those gains which might really have been brought about by (1) providing for adequate and continuing curriculum revision, (2) individualizing student programs, (3) developing a really new school day regardless of a 180 or 216 day calendar, (4) providing a more extensive summer school program, (5) revising graduation requirements (linked to Carnegie units, course evaluation, etc.), (6) revising present attendance policies, and (7) providing adequate teacher inservice programs. If one concluded that many of the gains attributed to a split trimester program would, in fact, be made possible only by one or more of the seven items (and others) listed above, then one needs to ask if the added variables introduced by such a split trimester are worth the extra problems they would cause in the transitional period.

The group expressed some concern over seemingly incompatible information in the literature provided for the study. In some instances one is assured that the existing grades of 7-12 could be accomplished in five years. In other instances one is informed that the split trimester program afford a greater degree of flexibility and the student may receive a much broader education. It seemed to this committee that the latter was the more defensible of the two and that early graduation (except in a few cases) was not to be desired. Again, where considerable attention is given to the physical plant, the split trimester program is impled to provide for economic savings. Other writers recognize that broader education possibilities which could be made possible by such a program would bring many increased costs. The committee hoped that those latter costs would not be the determining factors in implementing such a program.

Finally, it was recognized that some of the points included in this study might not be thought to be mathematical in nature but it was hoped that the omissions properly belonged among those point considered by the other active committees.

Compiled by

Dale Larson

ANN ARBOR PUBLIC SCHOOLS
Music Department

EXTENDED SCHOOL YEAR FEASIBILITY STUDY
Music Department, Ann Arbor Public Schools

A. Instructional revision and curricular reorganization necessitated by adoption of Split-Trimester design.

Most of the curricular reorganization could probably be managed rather easily. However, one big question remains. With five split trimesters required, what would happen to large performing groups wherein accretion of spirit and maturation of the total group are now seen as valuable aspects of the present program?

B. Positive and negative changes potential in above

If student were allowed or required to attend all six tri-mesters, with enrichment rather than acceleration the goal, the possibilities in expanded electives would be enormous. At the high school level, such courses as conducting, composition, playing (and constructing?) ancient instruments might find a place.

C. Projected staff need to implement

Additional courses mentioned above would require additional staff. Also, if five of six terms were to be required and were to result in the dissolution of large performing groups, an obvious increased need for staff would ensue to serve the same students in smaller groupings.

D. Student scheduling procedures necessary

To preserve large groups, it might be necessary to prescribe a certain attendance pattern for all students participating in a specific group. This requirement, then, might conflict with sequential offerings in other curricular areas or with attendance requirements of siblings.

E. Space and facilities necessary

If large groups were to be dissolved, the many small groups thus generated would require additional rehearsal space.

F. Prcspects for effective remediation, enrichment, or continuous progression

Depending upon choices made, any of the three might be realized.

G. Positive and negative factors related to instructional staff

Members of our staff who have been involved in considering the split-trimester have generally been protective of the present program and have been defensive toward the possible changes necessitated by the proposed program.

H. Positive and negative factors related to staff in-service training and development.

I. Positive and negative implications for students

Scattered vacation idea is considered a great boon. Enrichment made possible by year-round attendance is seen as highly desired by students.

J. Possible effect on school holding power with split-trimester

Through acceleration a student would have completed more levels of schooling by any particular chronological age; dropouts would be more highly educated if they were to leave at the same age as a student with nine month schooling.

K. Completion of six levels in five years without curtailing quality

Year-round attendance would obviously be required to attain a saving of one year in five without losss of quality under the proposed time allotments.

OTHER

George Thomas should be contacted to find out which schools with music programs comparable to ours are on extended year designs. Such schools should then be contacted for their evaluation of the impact of the extended school year specifically on their large musical groups.

Peter Johnson
Secretary pro tem

MEMO

To: Dr. Sniderman

From: E. Harney

Re: Extended School Year and Physical Education

Date: March 9, 1970

I. Elementary

A. Positive implications-

1. More extensive outdoor programs.
2. Swimming for elementary children.
3. More flexibility. Child could move at own rate of speed in various activities with less interruption in progression.
4. Wider use of facilities.

B. Negative implications-

1. Possible conflicts with recreation department programs.
2. Staff availability.

II. Junior High School

A. Positive implications-

1. Wider use of facilities indoors and out.
2. More activities could be provided with more continuous progression.
3. Could decrease class sizes.

B. Negative implications-

1. There might be difficulty in scheduling interscholastics unless all junior high schools were consistent in their programs.
2. Conflicts with recreation programs.
3. Staff availability.

III. Senior High School

A. Positive implications-

1. Greater individualization of instruction to meet the needs and interests of students.
2. Smaller class sizes
3. Greater utilization of facilities and talents of staff.
4. Greater emphasis on lifetime sports.
5. More continuous progression.

B. Negative implications-

1. Interscholastic sports could be affected unless all schools in a particular league were on the same schedule or athletes chose the trimester in which their sport occurred.
2. Scheduling of facilities would need to be carefully arranged.
3. Conflicts with recreation programs.
4. Staff availability.

IV Summary-

A. Positive implications-

1. Class size could be reduced.
2. Facilities could be used more extensively.
3. A wider range of activities could be offered.
4. The staff talents might be more fully utilized.
5. There could be more continuous skills progression.
6. Students could more readily retain a measure of fitness.

B. Negative implications-

1. There could be conflicts in scheduling facilities with other groups, such as the Recreation Department.
2. It might be difficult for families with several children to arrange vacations.
3. Varsity athletics might overload certain tri-mesters.
4. Teachers might have difficulty in arranging time for graduate studies.
5. It could be difficult to properly maintain facilities.
6. Some tri-mesters might be more attractive which could cause a lack of staff availability.

Committee Members:

Elementary - Donna Kauder
Junior High - Dean Bodley
Senior High - Helen Connolly, John Nordlinger

March, 1970

ABSTRACT
of the
Report from the
Science Department's ESY Instructional Feasibility Committee

The science instructional feasibility committee chose to divide its report into five sections, and each section analyzes a different aspect of science instruction. The five sections are: (1) the science curriculum, (2) the space and utilities utilization in science, (3) the science student, (4) the science teacher, and (5) methods of science instruction.

The feasibility was studied for adopting each of our two-semester courses to five or six thirty-six day units and each of our one-semester courses to two or three thirty-six day units. Each unit was to be as independent as possible of the other units, and the student could elect the units in any sequence to build his course. However, it was found that sequence within a course could not be eliminated entirely for most courses, but it could be substantially reduced. Only our Introductory Physical Science (I.P.S.) course would have to be followed throughout in sequence, and it presented the only major problem. The committee concluded that it is feasible to offer a science program which operates the entire year with all sessions being of equal value.

The prime curricular concern of the science teachers involves the idea that establishing independence among different areas within a course to facilitate scheduling might require undesirable concessions. The students would have a less uniform background. Some material might be duplicated several times. Major concept connections between different units within a course would be difficult to establish.

Most of the advantages that occur from the split-trimester schedule would be gained by the students, and it is this that should make the split-trimester schedule desirable. The student could get a science major earlier, take more total science courses, find more science courses options to match his interests, do remedial work more quickly, and take part in cooperative science-work experience.

The science teachers would find the twelve month contract possibility very desirable, but a surprisingly large number of Ann Arbor science teachers expressed the desire to do further study at nearby colleges or participate in N.S.F. supported programs, and many noted that the split-trimester schedule does not permit this.

The science teacher would find that he has more reporting of final grades to complete, more difficulty in learning about his students, and more frequent inventorying and ordering activities. The teacher might need to maintain communication with students who were not in school about science projects, national testing, and science fairs. This would demand extra time. Furthermore, care would be required so that the teacher didn't have the equivalent of too many daily preparations. Overall, the split-trimester schedule appears less desirable to the teacher than to the student.

The space and facilities in science could be used more effectively in Ann Arbor under the split-trimester schedule. Rooms would be used less due to smaller enrollments. Less equipment might be required in some courses. Both of these factors should involve less cost. Outdoor facilities could be used more effectively. The major proglem might involve being able to store equipment within a classroom for short periods of time.

Individualizing instruction to a moderate extent should be more feasible for teachers under the split-trimester schedule. Laboratory-oriented classes should also function more effectively under this schedule in Ann Arbor.

Many of the advantages which Ann Arbor would find in the split-trimester schedule might not apply in a smaller system. Optional units or exploratory courses could not be offered due to small enrollments. A science teacher might more likely have the equivalent of many preparations. Certain teachers would have to work the entire year without choice in order to offer a curriculum of equal value in each of the six sessions.

The science instructional feasibility committee concluded that changing to the split-trimester schedule would not guarantee an improvement in science instruction in the Ann Arbor Public Schools. Most science teachers stated that increased individualization of instruction would be the most effective direction to move to improve the quality of science instruction, and that reducing class sizes would be the most direct way of meeting this goal. Class sizes can be reduced in any schedule, but the cost goes up. However, the schedule appears feasible in all the areas considered, and enough advantages seem to be present to recommend further study.

Implications of Split-Trimester for Social Studies
March 1970

I. Instructional revision made possible by this plan of organization

A. It would permit the development of a variety of courses each covering a more restricted or specialized body of content. We already have a sizable number of one semester courses. This system would offer the possibility of division of such courses. For example, a course such as Social Problems might be substituted for three or four separate courses each dealing with a single topic. The same might be true of Community Dynamics, Current History, Family Living, International Relations, Modern Living, Negro History, World Geography, World Problems, and Asian Studies. The ninth grade social studies could be handled in the same way so long as a one-half of student elections were in courses that would satisfy the state requirements.

A word of caution should be injected here. If we were to redesign courses as suggested above, the school system should be ready to make a sizable commitment of personnel time to the study of overall pattern of course offerings and then to course development. Without this, we could end up with a hodge podge of courses, poorly designed, with serious omissions and/or overlap. Selection and provision of materials would be another sizable undertaking.

The split-trimester could provide the possibility in the teaching of American history in both 8th and 11th grades of offering a series of seven-week study units, any five of which would constitute a year's study. These might be developed in one of two ways. A series of topical courses such as, the labor movement in the United States, U. S. foreign policy, etc. The other would be to establish a series of courses each dealing with a period of history and selecting certain aspects of the period to be studied in some depth. A topical, or non-chronological organization of history would permit better use of teacher strengths, but too extensive a fractioning of the student body into a variety of courses could increase the number of teacher preparations.

A host of questions are raised by either of these two organizations for teaching history which would take considerable study to resolve. Among these questions are:

1. Isn't it necessary before studying certain selected topics or engaging in an in-depth study of selected aspects of a period for a student to have a pretty firm grasp of the chronology of events and the great variety of aspects of history? Even if we were to retain in eighth grade a chronological survey course, are all eleventh grade students ready for more spe-

cialized in-depth study? Is the whole approach too sophisticated?

2. If we go to a topical approach or post-holing how are topics or events to be studied selected? What is left out and what is highlighted? What would be the criteria for selection?

3. How do we obtain materials suitable for secondary school students other than the traditional ones designed especially for their use.

These are very difficult questions upon which there is no general agreement. They would have to be answered in terms which would be acceptable to teachers, students and parents before we restructured our American history offerings. The alternative would be simply to re-slice our current offerings into five parts.

B. A second advantage to divising a variety of short courses under the split-trimester is that it would discourage and, in fact, would eliminate the use of textbooks. We would have to use paperbacks, locate other kinds of materials or devise our own.

C. A variety of short courses would permit students to elect on an interest basis. It is possible that student interest would be enhanced by this process.

D. Short courses devoted to limited areas of content would permit teacher specialization and greater depth of concentration.

II. Cautions and some possible disadvantages of re-structuring the instructional program under the split-trimester organization

A. Re-structuring the program so that a greater variety of courses could be offered might have advantages at certain age levels. Would this be equally suitable at all levels? The Unified Studies program has been designed to reduce the number of teacher contacts a seventh grader has and to give him a continuing identification with a teacher and a group of students. Currently plans are under consideration by several junior highs by which the program might be revamped so that there would be even greater identification for seventh and eighth graders with a limited number of students and teachers. This seems to be a sound approach. If students were to be re-scheduled every seven weeks, it would be a move in the opposite direction. At this point it seems probable that the split-trimester has nothing to offer to social studies at this grade level. Change should be of another sort.

B. At those levels where it might be feasible to offer varieties of short courses, we need to consider whether the contact between student and teacher is long enough. The number of students with whom a teacher would have contact in the course of a year could be in the range of 600 to 700. They couldn't know the students. Would not the student-teacher relationship become solely a matter of presenting and absorbing a body of content in a very impersonal setting. Teacher follow-through with a student would be impossible.

C. The greater teacher specialization if there were a great variety of short courses may or may not be a real possibility. The greater the number of courses offered the greater the extent of fractioning the student body. Teacher specialization could occur in courses which have greater drawing power, because we would have a large number of sections. A teacher in one of these courses would have a small number of preparations and repeat the course from term to term. If it should work out that we had a host of single sections of a great variety of courses, it could be that a teacher might be faced with three or four preparations. Some limitation on the number of department offerings would probably have to be imposed. It is presently possible to limit the number of teacher preparations largely because of the fact that we have some required courses which insures multiple sections.

If we were to retain our American history course as a required course taught chronologically but divided into five time periods, some teachers might be able to specialize in two or three periods of history, but all teachers could not. (See chart below)

Sept.	Nov.	Jan.	March	May	July
A-1	A-2	A-3	A-4	A-5	
B-1	B-2	B-3	B-4		B-5
C-1	C-2	C-3		C-4	C-5
D-1	D-2		D-3	D-4	D-5
E-1		E-2	E-3	E-4	E-5
	F-1	F-2	F-3	F-4.	F-5

The above chart represents a chronological program in American history. The capital letters A through F each represents a sixth of the student population any one of which would be on vacation during a term. The columns represent the six terms, five of which a student would be required to attend. The numbers represent courses of study: 1 might be the colonial period; 2 might be the Revolutionary era. Thus, in November 4/6 of the student body would be studying the Revolutionary era, while 1/6 would be on the colonial period and 1/6 would be on vacation. At no time in the year would more than two historical periods be taught simultaneously.

If we were to decide that we didn't want to teach history in chronological order or if we were to teach topical courses which did not have to fall in some chronology, then we might be able to provide for teacher specialization.

D. It would be a mistake to think that a student would have absolutely free choice of elections among all of the departments each term. Some balance among departments from term to term would have to be established. Social studies might, under a laissez faire election system, have so many students electing courses during one term that we couldn't staff the programs. At another term Science and Math might have heavy elections and social studies have few, so that we would have to require that some teachers would vacation during light periods of election.

To control the situation we would have to have a firm commitment from each student by July or August of each year of his total elections for the year. The six ensuing terms would have to be scheduled in advance so that the elections term by term would match staff, the staff and students would know in advance when they could count on vacation and each student would know that he could get into the courses he had elected and not be barred from them either by lack of staff or building space.

E. Another restriction which would have to be imposed if we were to adopt a system of extensive electives would be that related to minimum class size. If we had many electives and a sizable number of them were at the current minimum of fifteen students we would soon run out of space to house the classes. It is likely that we would have to go to a minimum of 24 student elections to establish a class. Such a restriction would also prevent extensive additions to staff.

F. A number of students will be absent for as much as a week each year either because of illness or family vacations. A week's absence from an eighteen week course is not particularly damaging, it is far more serious for a student to miss a week from a seven-week course.

G. A social studies program made up primarily of short elective courses is appealing in that it would permit a student to tailor his program to his current interests. Whether the totality of the courses that any student should choose to elect would result in a reasonable, comprehensive education in the social studies is open to question. Experience might well show that required courses developed in some sort of sequence with some limited number of electives would produce a better total education. If this were the case, we would be back where we started in that this is what we now have in our senior high schools. The only difference would be shorter courses and possibly, therefore, some greater variety.

Summary

1. Is a split-trimester system feasible? It would present no problems where course content or structure are concerned.

2. Would it make for change? It could bring about change or it could result only in re-slicing our present courses in a different way. Whether new courses would be developed and a new structure of offerings were to result would depend upon how much time and money the school district was willing to expend to work through problems and to re-design courses.

3. Would it result in a better education for children? It is possible, but it is difficult at this time to predict. Only a try-out to see what students would actually elect would determine this.

4. Would it save space and, therefore, building costs? It could, if minimum class size were established and if a sixth of the families would take vacations each term. If a significantly smaller number of students than this were on vacation each term, the school would be faced with offering a total program in the summer term for a relatively small number of students. (For example, a school with 1500 students might have an average of 50 students per term absent from September through June. This would be a total of 250 students to whom the school would be obligated to offer a full array of courses, the same variety offered for 1450 students in other terms, in the summer term). This would result in our being required to operate a large number of small classes. With 50 students on vacation each term you could save two rooms; we might find that saving wiped out by uneconomical summer terms.

5. Would the plan provide the opportunity for greater teacher specialization? This possibility is not inherent in the plan. It could be built in by having a sizable number of required courses; provisions for non-sequential segments of required courses (history as an example) and by limiting short elective courses to those with the greatest drawing power.

6. Would it give students completely free choice of electives? Probably not, if we are not to expand building facilities and staff. We would probably have to set minimum class sizes which would result in the elimination of courses that attracted relatively few students. The advantages of single section elections would have to be weighed against the increased number of teacher preparations. Again, only a try-out will prove whether this system would eventuate in a larger choice for students than we now have.

Leonard Hoag
Coordinator for Social Studies

Class Scheduling Feasibility Study Report

Scheduling of students into classes under the split-trimester plan would be operated under a process which would be vastly more complex than the process which is employed in scheduling students into classes under the two semester plan. But since students, teachers, and parents would have to assume far greater involvement in the split-trimester scheduling process, the human resources devoted to scheduling would be substantially greater under the former plan than under the latter plan.

The heavier involvement of parents in the split-trimester scheduling process is suggested by the fact that parents would play the critical role in determining their children's vacation terms. It is assumed that this process would operate by requesting parents to submit to the schools declarations of vacation term preference for the coming school year in June of each year. Since these declarations would contain three optional vacation term selections, it is assumed that this base would provide the necessary data on which to balance enrollments at schools during the following year at the 5/6 level, with 1/6 of all students on vacation during each term. In brief, through the foregoing process a master attendance schedule would be developed by school officials. The scheduling of students into classes would be accomplished after the master attendance schedule had been established.

It is the feeling of this committee that the scheduling of children into classes in grades K-6 under the split-trimester plan would pose no significant problems, since instruction at these grade levels would be organized in terms of continuous progression.

The scheduling of students into grades 7-12 would, however, present problems of a complex nature due to the curricular diversity inherent in the split-trimester design. This design would feature a large number of course options at each secondary school grade level - a far greater number than presently exists. The kinds of challenges to scheduling which would result would be similar to the challenges encountered by schools which employ a curricular design featuring flexible modular scheduling. Schools of this type have resolved the scheduling challenges by having students and teachers participate in the scheduling process to a far greater degree than is necessary under a more traditional approach.

Resolution of many of the secondary school class scheduling issues would be facilitated by the development of an annual Master Schedule which would be produced prior to the beginning of each school year. This plan would involve students, in cooperation with their teachers, parents, and counselors, in the construction of a tentative annual schedule following the establishment of individual vacation terms for the coming year. This annual schedule, in turn, could be modified during the

96

following year in accordance with individual needs of students as such needs emerged in students' instructional progress, since the split-trimester plan would present six logical points during a school year at which times students might make educational program changes as compared with the two change points which are available in the traditional two semester school year.

The above selective planning and feedback process for individual students would also facilitate the advanced scheduling of students into singleton courses (i.e. courses which, due to low demand, could be offered only during two or three of the six instructional terms each year), since singletons could be scheduled with flexibility in response to students' needs and interests during the course of the six split-trimester terms.

The mechanical flexibility which computer assistance brings to scheduling in combination with necessarily heavy involvement of students and teachers in the scheduling process are felt to provide the means to resolve anticipated split-trimester scheduling complexities, while, simultaneously, permitting secondary school students to select educational experiences which might be more closely congruent with their educational needs and interests than is possible under a two semester plan. This, of course, assumes that the variety of courses which would be required to implement the split-trimester plan were in place - information on this point is reflected in the report by the Instructional Feasibility Study Committee.

Finally, it is the recommendation of the Class Scheduling Feasibility Study Committee that the specific scheduling procedures which would be employed to implement the split-trimester plan be developed at a pilot school, or a set of pilot schools, prior to extending the procedures to a system-wide basis.

In response to the general question which this committee was charged to assess (namely: Is the split-trimester plan feasible from a scheduling perspective?) the following conclusions pertain:

1. Although the process of split-trimester scheduling would be far more complex than the two semester scheduling process, it is felt that both attendance schedules and class schedules could be developed effectively.

2. From an administrative perspective, scheduling under the split-trimester plan would be more costly to execute, more time consuming, and less predictable than is scheduling under the two semester plan. But there is a high probability that the results of the split-trimester scheduling process could be substantially more effective than are the results of the two semester scheduling process.

Economic Feasibility Study Committee Report

Assessing the economic feasibility of the split-trimester plan involves consideration of both short-run and long-run variables from a comparative perspective featuring anticipated differential costs under the split-trimester plan as compared to the two semester plan.

The primary condition which would lead to cost variance between the two plans of school operation, assuming equated teacher pupil ratio under both plans, resides in the assumption that under the split-trimester plan 1/6 of the student population would be on vacation throughout the school year, whereas all students are in attendance throughout the school year under the two semester plan. But offsetting the space and staff utilization factors which would result from the absence of 1/6 of the student population under the split-trimester plan is the fact that school would be in operation 1/6 longer under this plan than under the present plan (216 days as opposed to 180 days).

A. Short-Run Economic Considerations:

Applying the above considerations to the economic implications of the split-trimester plan in the short-run leads this Committee to the conclusion that total school operational costs would be higher under the split-trimester plan than under the two semester plan. First, total salary costs would be higher under the split-trimester plan than under the two semester plan, for although the split-trimester plan requires fewer personnel to staff it than are required under the two semester plan, the longer employment period which the former plan features would require greater total payroll costs than would be required under the present plan. Three general categories of personnel must be borne in mind in the above comparative analysis, namely:

1. Classroom teachers: total salaries of this group would be roughly the same under both plans.

2. Year-round personnel (Central administrators, secondary school administrators, part of the clerical staff, and all of the custodial and maintenance staffs): total salaries of personnel in this category, although theoretically equal under both plans, would probably be slightly higher under the split-trimester plan than under the two semester plan.

3. Non-classroom teachers and other non-year-round personnel (elementary school principals, coordinators, the Pupil Personnel Services staff, and all operational staff other than year-round clerical and maintenance personnel): total payroll costs of personnel in this category would be roughly 1/6 higher under the split-trimester plan than under the two semester plan.

In addition to the above short-run cost elements, it is apparent that the split-trimester plan would also involve greater cost inputs than are required under the two semester plan in the areas of utilities and school bus operation. In conclusion, it is felt that short-run total school operational costs would be roughly 4% higher than the total costs which are involved in the operation of the two semester program.

Still it is to be realized that this level of incremental increase would support school operation for roughly 17% longer each year than is the case under the two semester plan.

Finally, in the analysis of the probable short-run cost performance yielded by the split-trimester plan, conversion costs must be taken into account. Conversion costs may be defined as those costs which would be involved in converting the school program from the two semester plan to the split-trimester plan, since if the split-trimester plan is educationally feasible it must feature an instructional program which holds major promise of producing greater educational opportunity for children than is being produced by the two semester plan. It would not be possible to simply segment the contents of the present K-12 curriculum in terms of the annual series of the thirty-six day split-trimester instructional units, consequently, major curriculum revision would have to be accomplished, involving heavy attention to in-service staff training, in order to create a viable split-trimester instructional program. The Instructional Feasibility Study Committee suggests that roughly $250,000 would have to be invested in the above task over a two year intensive planning and development period. Further, there are rather strong feelings that pre-conditions to implementation of the split-trimester calendar plan include the installation of air conditioning and more learning resources facilities in all buildings. The estimated cost of installing central air conditioning in all buildings is roughly $8,000,000, but no estimates have been made concerning the cost of added learning resource facilities, since the extent of the need for those facilities would be an outcome of the curriculum revision process. But at this stage the above capital outlay costs are considered optional.

B. Long-Run Considerations:

Turning now to the long-run scene, it is felt that the split-trimester plan would yield significant savings in comparison to the anticipated long-run cost performance of the two semester plan. These savings would emanate from the fact that the split-trimester plan would reduce the scale of new classroom construction significantly during the coming ten years by virtue of its ability to create a 1/6 expansion in the capacity of the school system's existing physical facilities. Data contained in the attached table provide the basis for the above conclusion.

The student enrollment forecasts in the table were supplied by the Office of the Superintendent. The table illustrates that whereas five elementary buildings, one junior high school building, and one senior high school building will be needed under the two semester plan during this decade, that under the split-trimester plan only the senior high school would be needed during this decade. Further, the "need date" for the senior high school could be shifted from September, 1973 under the two semester plan to roughly September, 1975 under the split-trimester plan. Using present cost figures, the cost of the five elementary buildings would be $7.5 millions, and the cost of the junior high school would be $5 millions.

Comparative Data: Building Needs,

Split-Trimester/Two Semester Enrollment Forecasts

	Student Enrollment Projections			Two Semester Year Bldg. Needs			Student Population per Unit on the Split-Trimester		
	K-6	7-9	10-12	*E	J	S	K-6	7-9	10-12
1970-71	11,958	4,671	4,142	28	4	2	9,900	3,9000	3,420
1971-72	12,221	4,879	4,488	29	4	2	10,200	4,120	3,730
1972-73	12,346	5,132	4,800	29	5	2	10,300	4,280	4,000
1973-74	12,350	5,465	5,119	30	5	3	10,300	4,560	4,270
1974-75	12,430	5,835	5,344	30	6	3	10,350	4,850	4,450
1975-76	12,457	6,140	5,621	31	6	3	10,350	5,120	4,680
1976-77	12,534	6,258	5,993	31	6	3	10,400	5,200	5,000
1977-78	12,771	6,204	6,396	32	6	3	10,600	5,170	5,340
1978-79	13,083	6,026	6,723	32	6	3	10,900	5,000	5,600
1979-80	13,451	5,853	6,851	33	6	3	11,300	4,870	5,720
New School Needs				5	1	1	0	0	0

(*Our present elementary buildings include fifty-four portable classrooms which house the equivalent capacities of three additional elementary schools.)

Assuming that the above six schools would not be needed under the split-trimester plan, savings in construction costs would be at least $12.5 millions -- and this is a conservative estimate in view of the upward spiralling nature of construction costs. Not building the six schools would also imply not having to pay the bonded interest on this $12.5 millions capital sum -- and that interest, at current rates extended over thirty years, would amount to roughly $13.5 millions. Total savings resulting from not having to construct the six buildings would, thus, amount to roughly $26 millions over thirty years. And that total does not include the costs of acquiring the six sites and the revenue losses which would be incurred by taking the sites off the tax rolls.

Turning now to operational savings which would result from not constructing the six buildings, it must be borne in mind that most of the personnel who would have been assigned to the six new buildings under the two semester plan would remain at existing buildings under the split-trimester plan. There would, however, be some staff salary savings resulting from not operating the six buildings, since the six additional principals, six additional head custodians, and the six secretaries to the principals would not be needed -- although it is probable that these elements would not be pure savings, since added custodial, clerical, and administrative personnel would probably be needed at existing buildings when those buildings began to approach capacity under the split-trimester plan.

Finally, not constructing the six new schools would generate operational savings in the form of added utilities charges, added insurance charges, added building repair charges, etc. which would not be incurred. But, again, part of those savings would be offset by increased operational charges which would be incurred at existing buildings, as pointed out in the discussion of short-run considerations.

C. Conclusions:

1. The committee feels that major savings could result from the implementation of the split-trimester plan. The magnitude of those savings, however, is a function of total economic conditions in the school district. This renders the establishment of a definitive amount impossible to accomplish.

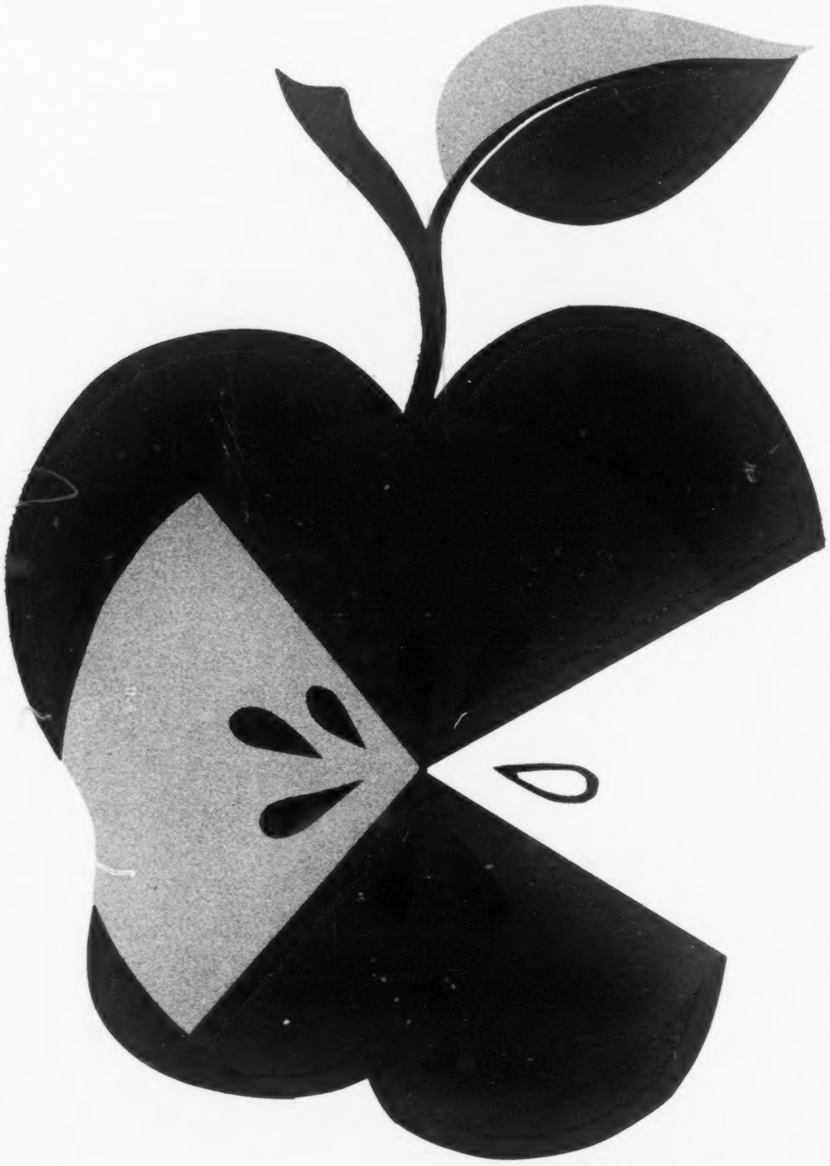
2. Major elements of economic feasibility inhere in the split-trimester plan, and this committee suggests that further study be conducted along the lines of defining the total feasibility of the split-trimester plan.

3. The split-trimester plan is not to be viewed as a vehicle for reducing class sizes, since reductions in class sizes would negate possibilities of generating economic advantage under this plan. The same may be said concerning prospects of altering the vacation term from a mandatory to an optional basis.

4. Realization of the above categories of savings is contingent on several other factors, including the following: (a) that the State Aid Formula would be altered to authorize six pupil accounting dates, (b) that State school law would

support the legality of scheduling children's vacation terms through the type of parental declaration process which the split-trimester plan features, (c) that the premises of the master contract negotiation process would be structured by pure proration considerations, and (d) that student population growth trends would operate essentially as predicted.

5. Even assuming realization of substantial savings under the split-trimester plan, the anticipated level of required school support in this district will not fall below present levels. School support requirements will continue to increase but, perhaps, less dramatically under the split-trimester plan than under the two semester plan.



ANN ARBOR EXPLORES FEASIBILITY OF SPLIT-TRIMESTER PLAN FOR EXTENDED SCHOOL YEAR

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A STUDY FOR THE MICHIGAN
DEPARTMENT OF EDUCATION

1970

The purpose of this brochure is to acquaint you with a survey being conducted locally on the Split-Trimester Plan for an Extended School Year. Ann Arbor is one of six communities currently funded by the Michigan Department of Education to participate in a survey to assess community feelings and the feasibility of such a year-round school plan. You are being asked to participate in this survey. An opinionnaire will be sent to you so that you might give your reactions to such a plan. The results of the survey will be analyzed and submitted to the Michigan Department of Education this summer.

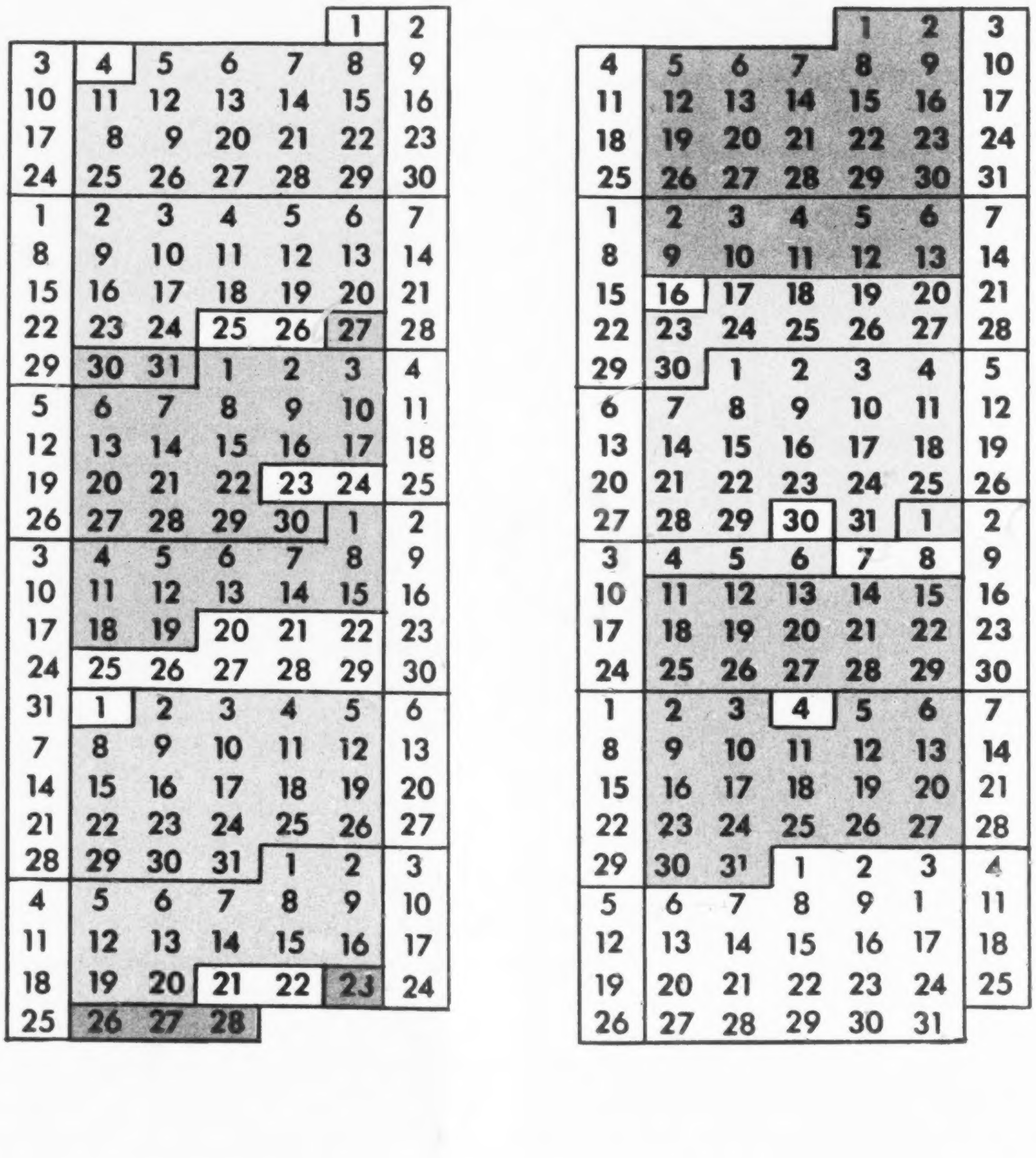
An extended period of planning and involving public discussion with students, teachers, and parents would precede implementation of any such plan. However, since this plan is **exploratory,** we would like to provide you with its basic ideas and purposes, so that you may think about it prior to your participation in this initial survey.

The reason for consideration of this extended school year plan is that it is felt it would provide a sound program which contains long-range economic advantages. Initial expenses to implement the program would be offset in the long-range view through a reduction in the number of classrooms needed because only five-sixths of the student population would be in school at any given time.

Here is how it would work. The school year would be divided into three units, or trimesters, with each unit then divided into two parts. This would provide six terms of 36 instructional days each for a total of 216 class days each year.

A summer vacation for all students during the month of August is included in the plan. In addition to this, each student would be required to be on vacation for one term each year. Therefore, each student in grades K-12 would attend five out of the six terms for a total of 180 class days each year.

The following calendar shows how the year would be divided:



						1	2
SEPTEMBER	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	8	9	20	21	22	23
	24	25	26	27	28	29	30
OCTOBER	1	2	3	4	5	6	7
	8	9	10	11	12	13	14
	15	16	17	18	19	20	21
	22	23	24	25	26	27	28
	29	30	31	1	2	3	4
NOVEMBER	5	6	7	8	9	10	11
	12	13	14	15	16	17	18
	19	20	21	22	23	24	25
	26	27	28	29	30	1	2
DECEMBER	3	4	5	6	7	8	9
	10	11	12	13	14	15	16
	17	18	19	20	21	22	23
	24	25	26	27	28	29	30
JANUARY	31	1	2	3	4	5	6
	7	8	9	10	11	12	13
	14	15	16	17	18	19	20
	21	22	23	24	25	26	27
	28	29	30	31	1	2	3
FEBRUARY	4	5	6	7	8	9	10
	11	12	13	14	15	16	17
	18	19	20	21	22	23	24
	25	26	27	28			

				1	2	3	
4	5	6	7	8	9	10	MARCH
11	12	13	14	15	16	17	
18	19	20	21	22	23	24	
25	26	27	28	29	30	31	
1	2	3	4	5	6	7	APRIL
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	1	2	3	4	5	MAY
6	7	8	9	10	11	12	
13	14	15	16	17	18	19	
20	21	22	23	24	25	26	
27	28	29	30	31	1	2	
3	4	5	6	7	8	9	JUNE
10	11	12	13	14	15	16	
17	18	19	20	21	22	23	
24	25	26	27	28	29	30	
1	2	3	4	5	6	7	JULY
8	9	10	11	12	13	14	
15	16	17	18	19	20	21	
22	23	24	25	26	27	28	
29	30	31	1	2	3	4	
5	6	7	8	9	1	11	AUGUST
12	13	14	15	16	17	18	
19	20	21	22	23	24	25	
26	27	28	29	30	31		

This calendar shows the three trimesters and the six splits of the Split-Trimester Plan for extending the school year. The green represents the two splits for each of the first and third trimesters, and the brown represents the two splits of the second trimester.

The white represents vacation days and holidays.

This is what the calendar would look like should this plan be put into effect during the 1972-73 sch[illegible] year.

Questions and Answers

1. **How are vacation periods determined for each student?**
Parents would specify three choices for each school child, and the school would then assign the vacation period from these preferences.

* * *

2. **Will it be possible for all the children in each family unit to have simultaneous vacation periods?**
Yes, every effort would be made to honor family vacation choices.

* * *

3. **Will state aid still be available for transportation, cafeteria facilities, etc., under this plan?**
Yes.

* * *

4. **Will this plan affect grading, length of classes and school day, work-study programs and class size?**
No.

* * *

5. **Can students elect to go to all six terms instead of the required five, and graduate early?**
No. Any economic advantages would be lost by having more than five-sixths of the school population in school at one time.

* * *

6. **What are the economic disadvantages of this plan?**
The short term added costs include that of revising the school curricula, and first two to three years of operation; the installation of air conditioning; the addition of equipped learning resource centers; and increased total salaries. Under this plan the instructional staff would be reduced by one-sixth. The total staff would be needed for at least 225 days each year instead of the present 189.

7. **What is the major economic advantage of this plan?**
Since only five-sixths of the student body would be going to school at any one time, some of the existing school facilities would become available for future growth of student population. Since the school district will have growing room within its existing facilities, the need for new school construction should be reduced.

* * *

8. **If the Split-Trimester Plan should be approved, will it be implemented immediately?**
No! Should the State Legislature select this plan over the other plans also under study, it is expected that at least two years of curriculum planning involving students, teachers, parents, and counselors would precede implementation.

* * *

9. **Would there be more course options under this plan?**
This design would feature a large number of course options at each secondary school grade level—a far greater number than presently exists. The student will also be able to change courses at five logical points during a school year at which times students might make educational program changes as compared with the two change points which are available in the present two-semester school year.

* * *

10. **What if a student fails a course or is absent due to extended illness?**
The student could readily make up the course by scheduling the same course the following term.

* * *

11. **If the results of the forthcoming opinionnaires show that the majority of Ann Arbor school district parents favor the Split-Trimester Plan, does this mean that it will go into effect?**
No! This plan is just one of six under consideration by the Michigan State legislature.
It would not offer relief for current building and program needs.

Professional Personnel Insert
-Implications of the Split-Trimester Plan-

1. Since the Split-Trimester plan calls for school operation on a system-wide basis for 216 class days annually, would individual professional staff members have the option of accepting either a 5/6 or 6/6 annual contract?

   Yes, since many professional staff members are also parents of Ann Arbor school children, and one of the features of the plan is to give parents vacation options.

2. Would professional personnel be able to pursue study for advanced degrees under this plan?

   Yes, since professional staff would have the option of selecting either a five term or a six term assignment. Although such an option would be difficult to apply by 12 months professional personnel (i.e. secondary principals, etc.), the issue would be no more difficult under the six term plan than it is under the present two semester plan.

3. After reviewing the instructional pros and cons of this plan, there appears to be no strong consensus on either side of the issue - why is that?

   The plan is a new one and requires thoughtful study by our total staff before meaningful consensus can be reached. Most of the staff members who have studied the plan see significant instructional promise in it. Still, everyone involved in the study recognizes the need for at least a two-year intensive planning period to precede implementation if the plan is determined to be feasible by the Michigan Department of Education and the Ann Arbor Board of Education at the conclusion of this study period.

4. Why is the Michigan Department of Education interested in studying different approaches to extended school year programming?

   The Department and the Legislature are searching for ways to increase educational opportunity under designs which are economically feasible. The study grants are intended to provide data on that issue.

5. Why can't children be given the option of attending school for all six terms under the Split-Trimester plan?

   The economic basis of the plan is predicated on a pattern of more intensive use of facilities which frees a portion of our capacity for future pupil population growth. If attendance for all six terms were an option to students, the plan would have nothing to recommend it from an economic perspective. Also, the plan involves the conversion of some surplus capacity to learning resource centers at all schools in order to implement the general instructional plan - consequently, we would not have sufficient space to accommodate a six term enrollment option.

6. Isn't a need for more student counselling inherent in this plan?

   Yes, but it does not follow that more full-time counsellors would

109

be required to implement this plan than are required to implement our present plan - since the six term plan would involve classroom teachers heavily in functional counselling regarding future courses which individual children should take. This feature is built into the plan's continuous progression approach at the elementary school level, and it is also a feature of the plan's secondary school curriculum which would involve a large array of 7-week courses.

7. Isn't it true that the number of our existing specialized equipment classrooms (i.e. typing rooms, industrial arts rooms, science labs, etc.) are too few to accommodate all of the students who would wish to take such courses under the six term plan?

   If this is true for the six term plan, it is even more true of our present plan. But by reducing the duration of courses from the present 18 weeks to 7 weeks, it follows that more students would be able to elect courses in these areas than is presently the case.

8. Since teachers would have students in a course for only seven weeks, would this not be a barrier to individualizing instruction?

   Not necessarily, since (1) elementary students' programs would be based upon continuous progression throughout the year, and (2) secondary students' programs would feature a high degree of self-selection within a framework which could give teachers multiple exposure to the same children during the course of a school year.

9. Wouldn't this plan reduce the scope of our present varsity sports program at the high school level?

   Not necessarily, since (1) it is felt that athletes would be able to compete in varsity sports even during their vacation terms, if they were otherwise eligible, and (2) it is assumed that a number of Michigan high schools will ultimately operate extended school year plans, and these schools could schedule competitions with us during the summer phase of the calendar year.

10. The plan refers to "independent study" options - what is the nature of this concept?

    Independent study provisions have emerged recently at many schools as a reaction to existent programs which focus almost exclusively on students in dependent study settings. The emphasis on dependent study in classroom settings has made it nearly impossible to enable students to engage in self-paced, independent study in school outside of the classroom situation. To encourage independent study in school settings, it is necessary to provide learning resource centers in all schools and to arrange students' schedules in ways which enable them to work in these settings during a part of each school week. In this sense, independent study would supplement and enrich the study which would occur in regular classrooms.

-Note: Other ramifications of the plan are reflected in the Synopsis of the Split-Trimester Design, a document which is available at all building principals' offices.

School Operational Personnel Insert

-Implications of the Split-Trimester Plan-

1. How would vacation options for operational personnel be handled under this plan?

   Personnel whose schedules are linked to the periods when school is in session (i.e. bus drivers, cafeteria workers, and many clerical personnel) could choose one of the six Split-Trimester terms as their vacation period or they could opt to work during all terms. In either case they would declare their intent before the start of the school year so that vacations could be scheduled and wages (in terms of total hours to be worked) could be determined.

   Staff members who are already on year-round work schedules with built-in vacation periods (i.e. custodial, central maintenance, and many clerical personnel) would receive vacations in much the same way under the Split-Trimester plan as under the present two-semester plan.

2. How would work shift assignments for custodial and central maintenance personnel be handled?

   Presently much of the major cleaning and repair work at our buildings is scheduled from June 15 - September 1 when school is not in session. Under the new plan it would be scheduled more evenly across the calendar year, reserving the Christmas and August vacation periods for intensive cleaning and major repair work. For that reason the need for moving night shift custodians to the day shift would be limited to the Christmas and August "down periods" under the new plan.

3. Wouldn't more relief personnel be needed under the proposed plan than under the present one?

   Yes, because up to one-sixth of the personnel would be on vacation during each of the six Split-Trimester terms.

4. Would cafeteria operations be changed under the Split-Trimester plan?

   Our hot lunch program would operate for 216 days annually under the proposed plan instead of the present 180. Although 1/6 fewer students would be using the cafeterias during any given school term, the additional 36 days would yield more use from our investment in cafeteria equipment and facilities.

Operational

5. How would the transportation program be affected?

   The transportation program would also be expanded from the present 180 days to 216 days. Although the lengthened period would increase bus operational and maintenance costs, including the probable addition of more mechanics, it would yield more utilization from our heavy investment in transportation equipment. Buses tend to rust out more frequently than they wear out, so more intense use of buses can be economical.

   The bus drivers' daily schedules would probably be the same under the proposed plan as they are at present. It has not been determined whether the smaller number of students would lead to changing bus runs, nor has there been a decision about air-conditioning our buses under this plan.

6. Are there provisions to study the Split-Trimester Plan further before it would be adopted?

   Yes. At least two years of planning by parents, teachers, students and school officials would precede the implementation of this plan. We are merely engaged in a feasibility study now, and won't move on to implementation planning unless the Michigan Department of Education and the Ann Arbor Board of Education are convinced that the plan is educationally, socially and economically feasible.

Student Insert
-Implications of the Split-Trimester Plan-

1. What is the main advantage to students of the Split-Trimester Plan?

   The main advantage for students is the opportunity which the plan offers for more flexible and more individualized learning. For children in grades K-6, it would allow students to move ahead without interruption. For students in grades 7-12, it would provide many short duration courses which students could elect largely on a self-selection basis. Under the Split-Trimester Plan these shorter duration courses would also feature independent study options for all students.

2. What would be the purpose of the learning resource centers?

   These would be learning laboratories in which independent study would take place at each student's own self-paced rate. These learning resource centers would not be classrooms, since they would probably be staffed by technicians rather than by teachers. The centers would support classroom activity like the way libraries support classroom activity, except they would contain more electronic gear than is found in libraries. The centers would probably replace study halls in grades 7-12.

3. Why would students not be given the option to attend all six terms under this plan?

   One of the key purposes of the plan is to free some classroom space within the framework of existing school facilities. This could be assured only by requiring each student to be on vacation for one of the six terms each year. Part of the 1/6 school capacity which would be created by this vacation plan would be used for learning resource centers needed to support continuous progression and independent study. The rest of the released capacity would become available space to house future student population growth. The savings which would result from the existence of surplus capacity, in turn, would probably pay the costs of installing the learning resource centers and of air conditioning all of our schools. Those things could not be done if six-term attendance was allowed.

4. Would this plan meet the needs of both highly able and less able students?

   This is the central part of the total plan.

113

5. Would not the plan have negative effects on high school varsity athletic programs in view of the required vacation of students for one of the six terms each year?

   Not necessarily, since it is felt that athletes would be able to participate in varsity sports even during their vacation terms, if they were otherwise eligible to participate. Further, by the time we were on a Split-Trimester calendar, other school districts in this region would also be on extended school year calendars, and we would be able to schedule varsity competitions with them in baseball, track, tennis, and golf during the summer season.

6. Many Ann Arbor students transfer into or out of this school system during each school year. How would such transfers be handled?

   In much the same way that transfers are handled now. Incoming transfer students would be placed in our program on the basis of records from their last schools, and we would send our records to receiving school systems in the case of outgoing transfer students.

7. Would the plan have negative effects on the admission of our graduates into colleges?

   No, since college admission is based on a combination of college placement testing and examination of student transcripts. Both of those processes would be provided for under the Split-Trimester plan.

8. If the results of this study show that the plan is feasible, would further planning be carried out before the plan was put into operation?

   Yes. If the Michigan Department of Education and the Ann Arbor Board of Education felt that the plan was educationally, socially, economically feasible, at least two-years of intense planning would have to precede initiation of the Split-Trimester plan.

OFFICE OF THE
SUPERINTENDENT
•
1220 WELLS STREET
ANN ARBOR, MICHIGAN
48104
•
TELEPHONE 665-7711

ANN ARBOR PUBLIC SCHOOLS
W. SCOTT WESTERMAN, JR. • SUPERINTENDENT
ANN ARBOR • MICHIGAN

May 12, 1970

To Ann Arbor Public Schools
Professional Staff Completing
the Attached Opinionaire:

YOUR HELP IS NEEDED.

The Ann Arbor Public School District is one of six school systems in Michigan which have received study grants from the Michigan Department of Education to study the feasibility of an extended school year calendar. The study proposal of Ann Arbor Public Schools included the provision to survey professional staff opinion about the Split-Trimester Calendar before submitting the final report to Lansing.

An important question is, "How does the professional staff of Ann Arbor Public Schools feel about the proposed Split-Trimester Calendar in terms of the present school calendar?" An opinionaire has been designed to secure answers to this question. All members of the Ann Arbor Schools professional staff have been asked to respond to the questions in this instrument.

The opinionaire can be answered quickly. In most cases, you can check the answer that tells how you feel. If you do not feel informed enough about one or more items to indicate a choice, please check the blank preceding the statement, "I need more information to make a choice."

Do not put your name on the opinionaire. Your answers and the answers of all other professional staff will be treated as confidential.

Sincerely yours,

W. Scott Westerman, Jr.

W. Scott Westerman, Jr.
Superintendent

WSW-p

ANN ARBOR PUBLIC SCHOOLS
PROFESSIONAL STAFF OPINIONNAIRE

1. In my teaching assignment course content could be organized and taught more meaningfully under:
   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice.

2. In my opinion I could better be assigned course offerings which would be more closely in line with my professional strengths and interests under:
   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice.

3. In my opinion instructional goals for students and teachers would become more immediately attainable under:
   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice.

4. In my opinion the calendar which results in greater diversity of student ability and interest in the typical classroom is:
   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice.

5. In my opinion elementary and secondary teachers who support the concept of continuous progression would prefer:
   1)___The Present School Calendar
   2)___The Split-Trimester Calendar
   3)___Either Calendar (No difference between the calendars)
   4)___I need more information to make a choice.

116

6. In my opinion teachers who prefer to reduce the amount of repetition of course content from the lower grades to upper grades would choose:

   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice.

7. In my opinion the calendar which encourages individualized instructional methods to function more effectively is:

   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make choice.

8. In my opinion the calendar which functions better to eliminate or reduce the amount of forgetting following vacation periods is:

   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice.

9. In my opinion the calendar which makes it possible to use specialized classroom areas such as: labs, shops, typing rooms, etc. more efficiently and effectively is:

   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice.

10. In my opinion there would be less teacher fatigue under:

   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice.

11. In my opinion the understandings, skills, and attitudes which are emphasized in my teaching would be easier to implement under:

    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice.

12. In my opinion the calendar which functions better to help me to pursue an advanced college degree program is:

    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice.

13. In my opinion my work load would be greater under:

    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice.

14. In my opinion students have a broader choice of course offerings under:

    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice.

15. In my opinion the calendar which provides the potential for a greater amount of stability in student group membership is:

    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice.

16. In my opinion the need for counseling of students is greater under:

    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice.

17. In my opinion student interests and needs as regards having access to a variety of curriculum opportunities would be met more effectively under:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

18. In my opinion students who fail a course could make up the work with less difficulty to them under:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

19. In my opinion the frequency with which students change courses and teachers would work out better under:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

20. In my opinion students would experience less failure under:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

21. In my opinion the C.O.T. (Work-Study) Program would work out better for students under:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

22. In my opinion course offerings could be offered at varying levels of depth and difficulty for the bright and average students more effectively under:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

23. In my opinion the calendar that would better meet the needs of students with learning problems would be:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

24. In my opinion the calendar that could provide more effectively for student independent study is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

25. In my opinion the calendar that makes better provision for recesses and vacations to improve student motivation is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

26. In my opinion transfer students moving into the school system would find it easier to work out a satisfactory schedule under:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

27. In my opinion the calendar which would provide the fewer number of scheduling difficulties for administrators and teachers is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

28. In my opinion the calendar which creates a greater need for installing air-conditioning in school buildings is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

29. In my opinion the calendar which makes it possible for students to make wiser curriculum choices is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

30. In my opinion community recreation programs such as sports, drama, and music would function better under:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

31. In my opinion students transferring out of the school system would probably find it easier to fit into another school system under:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

32. In my opinion students who have been ill for several weeks would find it easier to make up school work if the school were operating under:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

121

33. In my opinion the calendar that opens up greater opportunities for using the summer months to make environmental education (conservation) more effective is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

34. In my opinion the calendar which provides the greater opportunity for students to work full-time during their vacation periods is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

35. In my opinion sequential subject matter such as foreign languages or mathematics could be better taught under:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

36. In my opinion the calendar which makes it possible for the teachers to become better informed about a student's abilities and interests is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

37. In my opinion students who are planning to attend college would have fewer difficulties under:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

38. In my opinion the calendar which makes it possible to provide a more effective interscholastic athletic program is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

39. In my opinion the calendar which makes it possible to provide a more effective instrumental music, vocal music, dramatic, etc. program is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

40. In my opinion the calendar which makes it possible to provide a more effective extra curricular activities program (other than athletics) is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

41. In my opinion the calendar which provides better for the evaluation of student work is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

42. In my opinion the calendar which enables teachers to provide a more effective atmosphere for learning is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

43. A period of two or more years should be devoted to planning for a smooth transition from the present calendar to a SPLIT-TRIMESTER CALENDAR if the latter is adopted.

1)___ I agree with this statement

2)___ I disagree with this statement

3)___ I need more information to make a choice.

44. Any decision to change from the present school calendar to a SPLIT-TRIMESTER CALENDAR should reflect the informed opinions of such groups as citizens, parents, educators, and students following an extensive public information program.

1)___ I agree with this statement

2)___ I disagree with this statement

3)___ I need more information to make a choice.

45. A survey of community opinions of all major groups who are affected by a revised school calendar should precede a decision by the school board to adopt a new calendar.

1)___ I agree with this statement

2)___ I disagree with this statement

3)___ I need more information to make a choice.

46. An extensive in-service education program for all school employees should precede the introduction of a new school calendar that incorporates major changes such as found in the SPLIT-TRIMESTER CALENDAR.

1)___ I agree with this statement

2)___ I disagree with this statement

3)___ I need more information to make a choice.

47. The implementation of the SPLIT-TRIMESTER CALENDAR should not be attempted until all schools in Ann Arbor Public Schools are air-conditioned.

1)___ I agree with this statement

2)___ I disagree with this statement

3)___ I need more information to make a choice.

48. If the school board were to adopt the SPLIT-TRIMESTER CALENDAR, what would be your preference as regards the number of terms you would like to teach each year?

1)___ I would probably want to teach 5 out of 6 terms

2)___ I would prefer the right to teach all six terms if I so desired

3)___ I have no preference as regards the number of terms I would teach.

49. On the basis of present knowledge and after all known factors are taken into consideration, my own personal preference is for Ann Arbor Public Schools to operate under:

1)___ Present School Calendar

2)___ Split-Trimester Calendar

3)___ No preference.

50. If the SPLIT-TRIMESTER CALENDAR had been in effect this school year, when would you have chosen to take your vacation if you could have selected from any one of the six terms?

1)___ September 5 - October 24

2)___ October 27 - December 19

3)___ January 2 - February 20

4)___ February 23 - April 13

5)___ April 17 - June 6

6)___ June 11 - July 31

7)___ I would prefer not to take a vacation during a term when the schools are in session.

51. Check the item which best describes your current assignment in the Ann Arbor Public Schools.

1)___ Elementary assignment (teachers, counselors, librarians)

2)___ Junior High assignment (teachers, counselors, librarians)

3)___ Senior High assignment (teachers, counselors, librarians)

4)___ Elementary administrator

5)___ Junior High administrator

6)___ Senior High administrator

7)___ Central Office administrator

8)___ Other

52. What is your sex?

1)___ Male

2)___ Female

OFFICE OF THE
SUPERINTENDENT
•
1220 WELLS STREET
ANN ARBOR, MICHIGAN
48104
•
TELEPHONE 665-7711

ANN ARBOR PUBLIC SCHOOLS
W. SCOTT WESTERMAN, JR. • SUPERINTENDENT
ANN ARBOR • MICHIGAN

May 12, 1970

To Ann Arbor Public Schools
Operational Staff Completing
the Attached Questionnaire:

YOUR HELP IS NEEDED.

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The opinionaire can be answered quickly. In most cases, you can check the answer that tells how you feel. If you do not feel informed enough about one or more items to indicate a choice, please check the blank preceding the statement, "I need more information to make a choice."

Do not put your name on the opinionaire. Your answers and the answers of all other operational staff will be treated as confidential.

Sincerely yours,

W. Scott Westerman, Jr.

W. Scott Westerman, Jr.
Superintendent

WSW-o

ANN ARBOR PUBLIC SCHOOLS
OPERATIONAL STAFF OPINIONNAIRE

1. In my opinion, the school calendar that would be more helpful in attracting qualified employees in my line of work to the Ann Arbor School District is:
   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice.

2. In my opinion, the school calendar that would satisy me more as regards the number of hours that I would work during the year is:
   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice.

3. In my opinion, the school calendar that would work out better for me as regards my annual vacation schedule is:
   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice.

4. In my opinion, the number of employees in my job category needed by the Ann Arbor School System would be higher under:
   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice.

5. Two or more years of planning time should be authorized to help make a smooth transition from the present school calendar to a new one such as the SPLIT-TRIMESTER CALENDAR.
   1)___ I agree with this statement
   2)___ I disagree with this statement
   3)___ I need more information to make a choice.

6. All school buildings should be air conditioned if a new calendar such as the SPLIT-TRIMESTER CALENDAR were adopted which provides year-round school operation.

   1)___ I agree with this statement

   2)___ I disagree with this statement

   3)___ I need more information to make a choice.

7. After taking all factors under consideration, the calendar that I would prefer to be employed under is:

   1)___ The Present School Calendar

   2)___ The Split-Trimester Calendar

   3)___ Either Calendar (No difference between the calendars)

   4)___ I need more information to make a choice.

8. My present assignment in the Ann Arbor Public School System would fall under the following work classification.

   1)___ Transportation employee

   2)___ Food service employee

   3)___ Secretarial and clerical employee

   4)___ Buildings and grounds employee

   5)___ Other

9. My sex is:

   1)___ Male

   2)___ Female

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SUPERINTENDENT

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48104

TELEPHONE 665-7711

ANN ARBOR PUBLIC SCHOOLS

W. SCOTT WESTERMAN, JR. • SUPERINTENDENT

ANN ARBOR • MICHIGAN

May 12, 1970

To Ann Arbor Public Schools
Students Completing the
Attached Opinionaire:

YOUR HELP IS NEEDED.

The Ann Arbor Public School District is one of six school systems in Michigan which have received study grants from the Michigan Department of Education to study the feasibility of an extended school year calendar. The study proposal of Ann Arbor Public Schools included the provision to survey student opinion about the Split-Trimester Calendar before submitting the final report to Lansing.

An important question is, "How do students of Ann Arbor Public Schools feel about the proposed Split-Trimester Calendar in terms of the present school calendar?" An opinionaire has been designed to secure answers to this question. A randomly selected sample of students in grades nine through twelve at each secondary school has been asked to respond to the questions in this instrument.

The opinionaire can be answered quickly. In most cases, you can check the answer that tells how you feel. If you do not feel informed enough about one or more items to indicate a choice, please check the blank preceding the statement, "I need more information to make a choice."

Do not put your name on the opinionaire. Your answers and the answers of all other students will be treated as confidential.

Sincerely yours,

W. Scott Westerman, Jr.

W. Scott Westerman, Jr.
Superintendent

WSW-s

129

ANN ARBOR PUBLIC SCHOOLS
STUDENT OPINIONNAIRE

1. In my opinion if I could choose between the present semester calendar courses as opposed to the seven week courses under the Split-Trimester Calendar, I prefer:
   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice
2. In my opinion the school calendar which provides greater flexibility is:
   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice
3. In my opinion students who would prefer the scheduling of the school day to be more flexible would prefer:
   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice
4. In my opinion the calendar which my parents would prefer in terms of vacations for children in the family is:
   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice.
5. My interests and needs, concerning variety in curriculum opportunities, would be met more effectively under:
   1)___ The Present School Calendar
   2)___ The Split-Trimester Calendar
   3)___ Either Calendar (No difference between the calendars)
   4)___ I need more information to make a choice

6. In my opinion secondary students who fail a course could make up the work with less difficulty to them under:

   1)___ The Present School Calendar

   2)___ The Split-Trimester Calendar

   3)___ Either Calendar (No difference between the calendars)

   4)___ I need more information to make a choice

7. In my opinion the frequency with which I change courses and teachers would work out best under:

   1)___ The Present Calendar

   2)___ The Split-Trimester Calendar

   3)___ Either Calendar (No difference between the calendars)

   4)___ I need more information to make a choice

8. In my opinion I would experience less failure under:

   1)___ The Present School Calendar

   2)___ The Split-Trimester Calendar

   3)___ Either Calendar (No difference between the calendars)

   4)___ I need more information to make a choice

9. In my opinion the C.O.T.(Work-Study) Programs would work out better for me under:

   1)___ The Present School Calendar

   2)___ The Split-Trimester Calendar

   3)___ Either Calendar (No difference between the calendars)

   4)___ I need more information to make a choice

10. In my opinion course offerings could be offered at varying levels of depth and difficulty for the bright and average students more effectively under:

    1)___ The Present Calendar

    2)___ The Split-Trimester Calendar

    3)___ Either Calendar (No difference between the calendars)

    4)___ I need more information to make a choice

11. In my opinion the calendar that would better meet the needs of students with learning problems would be:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice

12. In my opinion the calendar that could provide more effectively for student independent study is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice

13. In my opinion the calendar that makes better provision for recesses and vacations to improve student motivation is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice.

14. In my opinion transfer students moving into the school system would find it easier to work out a satisfactory schedule under:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice

15. In my opinion the calendar which creates a greater need for installing air-conditioning in school buildings is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice

16. In my opinion the calendar which makes it possible for me to make wiser curriculum choices is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice

17. In my opinion community recreation programs such as sports, drama, and music would function better under:

    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice

18. In my opinion students transferring out of the school system would probably find it easier to fit into another school system under:

    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice

19. In my opinion students who have been ill for several weeks would find it easier to make up school work if the school were operating under:

    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice

20. In my opinion the calendar that opens up greater opportunities for using the summer months to make environmental education (conservation) more effective is:

    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice

21. In my opinion the calendar which provides the greater opportunity for me to work full-time during my vacation periods is:

    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice

22. In my opinion sequential subject matter such as foreign languages or mathematics would be more effectively taught under:
    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice

23. In my opinion the calendar which makes it possible for the teachers to become better informed about my abilities and interests is:
    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice

24. In my opinion students who are planning to attend college would have fewer enrollment difficulties under:
    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice

25. In my opinion the calendar which makes it possible to provide a more effective interscholastic athletic program is:
    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice

26. In my opinion the calendar which makes it possible to provide a more effective instrumental music, vocal music, dramatic, etc. program is:
    1)___ The Present School Calendar
    2)___ The Split-Trimester Calendar
    3)___ Either Calendar (No difference between the calendars)
    4)___ I need more information to make a choice

27. In my opinion the calendar which makes it possible to provide a more effective extra curricular activities program (other than athletics) is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice

28. In my opinion the calendar which provides better for the evaluation of my progress is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice

29. In my opinion the calendar which enables teachers to provide a more effective atmosphere for learning is:

1)___ The Present School Calendar
2)___ The Split-Trimester Calendar
3)___ Either Calendar (No difference between the calendars)
4)___ I need more information to make a choice

30. A period of two or more years should be devoted to planning for a smooth transition from the present calendar to a SPLIT-TRIMESTER CALENDAR if the latter is adopted.

1)___ I agree with this statement
2)___ I disagree with this statement
3)___ I need more information to make a choice

31. Any decision to change from the present school calendar to a SPLIT-TRIMESTER CALENDAR should reflect the informed opinions of such groups as citizens, parents, educators, and students following an extensive public information program.

1)___ I agree with this statement
2)___ I disagree with this statement
3)___ I need more information to make a choice

32. A survey of community opinions of all major groups who are affected by a revised school calendar should precede a decision by the school board to adopt a new calendar.

    1)___ I agree with this statement
    2)___ I disagree with this statement
    3)___ I need more information to make a choice

33. An extensive in-service education program for all school employees should precede the introduction of a new school calendar that incorporates major changes such as found in the SPLIT-TRIMESTER CALENDAR.

    1)___ I agree with this statement
    2)___ I disagree with this statement
    3)___ I need more information to make a choice

34. The implementation of the SPLIT TRIMESTER CALENDAR should not be attempted until all schools in the Ann Arbor School District are air-conditioned.

    1)___ I agree with this statement
    2)___ I disagree with this statement
    3)___ I need more information to make a choice

35. If the school board were to adopt the SPLIT-TRIMESTER CALENDAR, what would be your preference as regards the number of terms you would like to attend each year?

    1)___ I would probably want to attend 5 out of 6 terms
    2)___ I would prefer the right to attend all six terms if I so desired
    3)___ I have no preference as regards the number of terms I would attend

36. On the basis of present knowledge and after all known factors are taken into consideration, my own personal preference is for the Ann Arbor Public School System to operate under:

    1)___ Present School Calendar
    2)___ Split-Trimester Calendar
    3)___ No preference

37. If the SPLIT-TRIMESTER CALENDAR had been in effect this school year, when would you have chosen to take your vacation if you could have selected from any one of the six terms?

1)___ September 5 - October 24

2)___ October 27 - December 19

3)___ January 2 - February 20

4)___ February 23 - April 13

5)___ April 17 - June 6

6)___ June 11 - July 31

38. Check the item which best describes your grade level in the Ann Arbor Public Schools.

1)___ Grade 9

2)___ Grade 10

3)___ Grade 11

4)___ Grade 12

39. What is your sex?

1)___ Male

2)___ Female

AN OPINIONAIRE SURVEY OF STAFF AND STUDENT OPINIONS ABOUT THE SPLIT-TRIMESTER SCHOOL CALENDAR IN THE ANN ARBOR PUBLIC SCHOOLS

Bureau of School Services The University of Michigan

June, 1970

TABLE OF CONTENTS

Page

Introduction 1

Part I - Descriptions of the Sample Populations of the Three Groups Which Were Surveyed in the Ann Arbor Public Schools 2

Part II - Comparative Tables Which Present the Views of Students, Professional Staff, and Operational Staff on Three Important Concerns Relative to Two School Calendars on Selected Issues 3

Part III - Comparisons of Professional Staff and Student Opinions as to the Relative Merits of Two School Calendars on Selected Issues 7

Part IV - Opinions of Students, Professional Staff, and Operational Staff Regarding the Split-Trimester Calendar as Compared With the Present Calendar on Selected Issues. 26

Appendices

Appendix A - Analytical Tables for Professional Staff Opinionaire. 39

Appendix B - Analytical Tables for Operational Staff Opinionaire. 92

Appendix C - Analytical Tables for Student Opinionaire. . . 100

ANN ARBOR PUBLIC SCHOOLS

AN OPINIONAIRE SURVEY OF STAFF AND STUDENT OPINIONS ABOUT THE SPLIT-TRIMESTER SCHOOL CALENDAR

Introduction

This report presents an analysis of three opinionaires which were administered to the professional staff, operational staff, and a randomly selected sample of students in grades nine to twelve in Ann Arbor Public Schools.

The opinionaire survey of staff and student opinion was undertaken to determine their attitudes and opinions about the Split-Trimester School Calendar.

The University of Michigan Bureau of School Services followed the same procedure in developing the opinionaires for each group. First, a representative group of educators, operational personnel, and students were given descriptive material about the Split-Trimester School Calendar. Second, after each group had had an opportunity to study these materials, they met with representatives of the Ann Arbor Public Schools and the Survey Team to clarify their understanding of the proposed school calendar and to provide the basic ideas from which the opinionaires were prepared. Third, following meetings with each group, the Survey Team formulated opinionaires for the professional staff, operational staff, and students. These opinionaires were administered to each group during the week of May 11, 1970.

The Survey Team wishes to emphasize that the responses to opinionaire questions are expressions of opinions and nothing more, although the results of the opinionaires may serve as guidelines for school leaders as they continue to explore the feasibility of an extended school year calendar. It is possible, also, that opinionaire results may identify areas in which the school board and/or administration will decide to conduct additional research at a later time.

The remainder of this report contains the following four sections: Descriptions of the Samples of the Groups which were Surveyed; General Comparative Tables on Selected Items of the Three Opinionaires; Comparisons of Professional Staff and Student Opinions; and Opinions of the Students, Instructional Staff, and Operational Staff Regarding the Split-Trimester Calendar as Compared with the Present Calendar.

Ray E. Kehoe, Associate Director
Bureau of School Services

Philip H. Schoo, Consultant
Bureau of School Services

PART I

DESCRIPTIONS OF THE SAMPLE POPULATIONS OF THE THREE GROUPS WHICH WERE SURVEYED IN THE ANN ARBOR PUBLIC SCHOOLS

Professional Staff

The Professional Staff Opinionaire was distributed to the total population of 1,408 teachers, counselors, librarians, and administrators employed by the Ann Arbor Public Schools. An item analysis was completed on 795 or 56% of the opinionaires which were returned by the staff. The responses to each question were examined in terms of the total population and ten subgroups (e.g., elementary teaching assignment, central office administrators, and the sex of respondents were three categories used in the analysis.). The actual number and percentage of Professional Staff personnel in the ten subgroups are found in Appendix A, Analytical Tables 51 and 52.

Operational Staff

The Operational Staff Opinionaire was distributed to all 546 operational staff employees of the Ann Arbor Public Schools. Two hundred fifty-six or 47% of the opinionaires were returned by operational staff personnel. The total population, sex, and five job classifications were the basis for an item analysis of the opinionaire questions. A complete description, in terms of number and percentage, of the operational staff is presented in Appendix B, Analytical Tables 8 and 9.

Students

The Student Opinionaire was distributed to a randomly selected sample of students in grades nine to twelve. The sample of 1,280 students was selected by homerooms. In each case, the homeroom was randomly chosen and all students in that particular class were requested to complete the opinionaire. The actual sample represented 370 ninth grade students from the four junior high schools, 410 students in grades ten to twelve at Huron High School, and 500 students in grades ten to twelve at Pioneer High School. Students returned 1060 or 83% of the opinionaires. An item analysis was used to analyze the student responses to the opinionaire questions. The total population, grade level, and sex served as the basis for the item analysis. Appendix C, Analytical Tables 38 and 39 contain a complete description of the student sample.

PART II

COMPARATIVE TABLES WHICH PRESENT THE VIEWS OF STUDENTS, PROFESSIONAL STAFF, AND OPERATIONAL STAFF ON THREE IMPORTANT CONCERNS RELATIVE TO TWO SCHOOL CALENDARS

This section presents group responses to three questions which were addressed to the professional staff, operational staff, and students. The comparative tables present each group's opinions regarding these three concerns.

1. The first question was: Should two or more years of planning time be authorized to insure a smooth transition from the present school calendar to a new one such as the Split-Trimester Calendar?
2. The second question was: Should all school buildings be air-conditioned if a new calendar such as the Split-Trimester Calendar were adopted which provides for year-round school operation?
3. The third question was : After considering all known factors, did each group prefer the Present School Calendar, the Split-Trimester Calendar, or was either calendar equally acceptable?

The responses of the professional staff, operational staff, and students to the above-mentioned questions are presented in Tables 1, 2, and 3. Immediately following each table are brief interpretive statements about that table.

Comparative Tables Which Present the Views of Students, Professional Staff, and Operational Staff on Three Important Concerns Relative to Two School Calendars

The percentages of responses in Tables 1-3 do not equal 100% because respondents who did not answer the question, who failed to identify themselves according to job classification or grade level, or who checked more than one answer were not identified in the tabulations.

142

Table 1

Should a period of two or more years be devoted to planning for a smooth transition from the present calendar to a Split-Trimester Calendar?

Classification	Agree	Disagree	Need More Information	Number of Respondents
Total Professional Staff	66%	7%	25%	795
1. Elementary Assignment	68%	6%	25%	441
2. Junior High Assignment	60%	13%	26%	168
3. Senior High Assignment	61%	6%	34%	107
4. Administrators	85%	2%	10%	41
5. Others	77%	8%	15%	26
Total Operational Staff	66%	13%	17%	256
1. Transportation	47%	28%	19%	36
2. Food Service	90%	2%	8%	48
3. Secretarial	69%	9%	21%	96
4. Bldg. & Grounds	64%	15%	15%	59
Total Students	55%	15%	25%	1060
1. Grade 9	57%	16%	26%	342
2. Grade 10	56%	18%	23%	261
3. Grade 11	63%	13%	22%	216
4. Grade 12	53%	14%	31%	173

Responses to Question #43 on the Professional Staff Opinionaire; Question #5 on the Operational Staff Opinionaire; and Question #30 on the Student Opinionaire provide the data for Table 1.

With a single exception, a clear majority of all respondents believed that a period of two or more years should be devoted to planning before implementing the Split-Trimester Calendar. However, it is significant that 25% of the total professional staff, 17% of the operational staff, and 25% of the students needed more information before they would either agree or disagree with this question.

Table 2

Should all school buildings be air-conditioned if a new calendar such as the Split-Trimester Calendar was adopted which provides year-round school operation?

Classification	Agree	Disagree	Need More Information	Number of Respondents
Total Professional Staff	77%	12%	10%	795
1. Elementary Assignment	80%	10%	10%	441
2. Junior High Assignment	79%	13%	6%	168
3. Senior High Assignment	71%	12%	17%	107
4. Administrative Staff	59%	32%	10%	41
5. Others	69%	23%	8%	26
Total Operational Staff	75%	13%	8%	256
1. Transportation	64%	19%	14%	36
2. Food Service	90%	8%	2%	48
3. Secretarial	88%	4%	8%	96
4. Bldg. & Grounds	63%	27%	7%	59
Total Students	62%	19%	13%	1060
1. Grade 9	68%	17%	14%	342
2. Grade 10	61%	25%	10%	261
3. Grade 11	64%	18%	12%	216
4. Grade 12	65%	20%	13%	173

Responses to Question #47 on the Professional Staff Opinionaire; Question #6 on the Operational Staff Opinionaire; and Question #34 on the Student Opinionaire provide the data for Table 2.

Over 60% of all respondents except the administrators (59%) believed that all school buildings should be air-conditioned before adopting the Split-Trimester Calendar. It is interesting to note that students and administrators were the least concerned about air conditioning buildings before beginning year-round school operation.

Table 3

On the basis of present knowledge and after all known factors are taken into consideration, which school calendar should Ann Arbor Public Schools operate under?

Classification	Present Calendar	Split-Tri. Calendar	No Preference	Number of Respondents
Total Professional Staff	52%	29%	13%	795
1. Elementary Assignment	58%	25%	13%	441
2. Junior High Assignment	45%	37%	15%	168
3. Senior High Assignment	50%	35%	8%	107
4. Administrators	39%	37%	24%	41
5. Others	58%	27%	8%	26
Total Operational Staff	52%	16%	21%	256
1. Transportation	31%	56%	11%	36
2. Food Services	63%	10%	23%	48
3. Secretarial	54%	9%	22%	96
4. Bldg. & Grounds	56%	8%	25%	59
Total Students	62%	18%	12%	1060
1. Grade 9	27%	18%	13%	342
2. Grade 10	69%	17%	10%	261
3. Grade 11	65%	16%	14%	216
4. Grade 12	54%	27%	13%	173

Responses to Question #49 on the Professional Staff Opinionaire; Question #7 on the Operational Staff Opinionaire; and Question #36 on the Student Opinionaire provide the data for Table 3.

More than one-half (50%) of all respondents except junior high personnel (45%), administrators (39%), and transportation employees (31%) favor the present school calendar after considering all known factors. The transportation employees comprise the only group in which more than one-half (56% in this case) prefer the Split-Trimester Calendar.

PART III

COMPARISONS OF PROFESSIONAL STAFF AND STUDENT OPINIONS AS TO THE RELATIVE MERITS OF TWO SCHOOL CALENDARS ON SELECTED ISSUES

Twenty-nine questions common to the professional staff and student opinionaires are used in the comparison of both groups' opinions. Tables 4 to 32, which follow, present the responses of the professional staff and students. The responses of the professional staff are presented in terms of total professional staff, elementary assignment (teacher, counselor, librarian), junior high assignment, senior high assignment, administrative staff, and others.

Student responses to each question are not divided into subgroups in Tables 4 to 32 because an analysis of the answers according to grade level and sex indicated that most responses in these categories were not significantly different from the total student sample.

The percentages in Tables 4 to 32 do not equal 100% because respondents who did not answer a particular question or who did not provide the correct demographic data about themselves are omitted from these tables.

Tabular Summaries Follow

A summary of the survey team's conclusions about the data in Tables 4 through 32 is presented immediately following Table 32. Tables 4 through 32 follow.

Table 4

Students who fail a course could make up the work with less difficulty to them under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	13%	56%	12%	18%	795
1. Elementary Assignment	13%	53%	12%	21%	441
2. Junior High Assignment	16%	59%	12%	13%	168
3. Senior High Assignment	15%	58%	11%	15%	107
4. Administrative Staff	2%	71%	5%	17%	41
5. Others	8%	73%	12%	8%	26
Total Students	31%	45%	7%	15%	1060

Question #18 on the Professional Staff Opinionaire and Question #6 on the Student Opinionaire provide the data for this table.

Table 5

The frequency with which students change courses and teachers would work out better under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	25%	34%	9%	29%	795
1. Elementary Assignment	23%	27%	11%	37%	441
2. Junior High Assignment	29%	48%	4%	16%	168
3. Senior High Assignment	28%	39%	6%	23%	107
4. Administrative Staff	24%	34%	15%	22%	41
5. Others	23%	42%	0%	31%	26
Total Students	45%	27%	10%	15%	1060

Question #19 on the Professional Staff Opinionaire and Question #7 on the Student Opinionaire provide the data for this table.

Table 6

Students would experience less failure under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	18%	24%	26%	30%	795
1. Elementary Assignment	18%	22%	29%	29%	441
2. Junior High Assignment	16%	29%	26%	29%	168
3. Senior High Assignment	24%	21%	19%	35%	107
4. Administrative Staff	10%	34%	32%	22%	41
5. Others	8%	35%	19%	35%	26
Total Students	43%	19%	22%	14%	1060

Question #20 on the Professional Staff Opinionaire and Question #8 on the Student Opinionaire provide the data for this table.

Table 7

The C. O. T. (Work-Study) Program would work out better for students under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	18%	24%	11%	44%	795
1. Elementary Assignment	16%	23%	11%	47%	441
2. Junior High Assignment	19%	24%	7%	49%	168
3. Senior High Assignment	28%	21%	17%	33%	107
4. Administrative Staff	15%	27%	24%	32%	41
5. Others	23%	42%	12%	19%	26
Total Students	43%	15%	12%	27%	1060

Question #21 on the Professional Staff Opinionaire and Question #9 on the Student Opinionaire provide the data for this table.

Table 8

Courses could be offered at varying levels of depth and difficulty for the bright and average students more effectively under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	19%	34%	21%	25%	795
1. Elementary Assignment	18%	27%	26%	28%	441
2. Junior High Assignment	21%	42%	16%	21%	168
3. Senior High Assignment	24%	40%	14%	21%	107
4. Administrative Staff	10%	51%	17%	20%	41
5. Others	12%	50%	15%	19%	26
Total Students	34%	32%	13%	19%	1060

Question #22 on the Professional Staff Opinionaire and Question #10 on the Student Opinionaire provide the data for this table.

Table 9

The calendar that would better meet the needs of students with learning problems would be:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	22%	30%	25%	22%	795
1. Elementary Assignment	25%	22%	28%	24%	441
2. Junior High Assignment	18%	37%	26%	19%	168
3. Senior High Assignment	21%	39%	16%	24%	107
4. Administrative Staff	10%	51%	29%	7%	41
5. Others	19%	27%	19%	27%	[illegible]
Total Students	39%	27%	13%	19%	1060

Question #23 on the Professional Staff Opinionaire and Question #11 on the Student Opinionaire provide the data for this table.

Table 10

The calendar that could provide more effectively for student independent study is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	15%	40%	25%	18%	795
1. Elementary Assignment	17%	34%	27%	20%	441
2. Junior High Assignment	14%	43%	25%	18%	168
3. Senior High Assignment	17%	47%	21%	14%	107
4. Administrative Staff	5%	61%	24%	7%	41
5. Others	8%	50%	19%	15%	26
Total Students	32%	33%	16%	15%	1060

Question #24 on the Professional Staff Opinionaire and Question #12 on the Student Opinionaire provide the data for this table.

Table 11

The calendar that makes better provision for recesses and vacations to improve student motivation is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	36%	36%	8%	18%	795
1. Elementary Assignment	39%	31%	9%	21%	441
2. Junior High Assignment	31%	46%	8%	15%	168
3. Senior High Assignment	34%	38%	6%	21%	107
Administrative Staff	24%	59%	2%	7%	41
Others	42%	31%	8%	8%	26
Total Students	52%	29%	7%	9%	1060

Question #25 on the Professional Staff Opinionaire and Question #13 on the Student Opinionaire provide the data for this table.

Table 12

Transfer students moving into the school system would find it easier to work out a satisfactory schedule under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	49%	27%	8%	15%	795
1. Elementary Assignment	53%	23%	9%	15%	441
2. Junior High Assignment	43%	39%	7%	11%	168
3. Senior High Assignment	50%	22%	3%	24%	107
4. Administrative Staff	39%	37%	12%	10%	41
5. Others	50%	27%	8%	8%	26
Total Students	61%	19%	7%	11%	1060

Question #26 on the Professional Staff Opinionaire and Question #14 on the Student Opinionaire provide the data for this table.

Table 13

The calendar which creates a greater need for installing air conditioning in school buildings is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	2%	91%	3%	3%	795
1. Elementary Assignment	2%	91%	3%	2%	441
2. Junior High Assignment	4%	90%	4%	2%	168
3. Senior High Assignment	1%	86%	5%	7%	107
4. Administrative Staff	-	95%	2%	-	41
5. Others	-	100%	-	-	2
Total Students	13%	70%	7%	6%	1060

Question #28 on the Professional Staff Opinionaire and Question #15 on the Student Opinionaire provide the data for this table.

Table 14

The calendar which makes it possible for students to make wiser curriculum choices is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	18%	27%	25%	28%	795
1. Elementary Assignment	16%	24%	24%	34%	441
2. Junior High Assignment	19%	34%	26%	21%	168
3. Senior High Assignment	27%	28%	19%	23%	107
4. Administrative Staff	12%	29%	37%	20%	41
5. Others	19%	35%	35%	8%	26
Total Students	42%	20%	19%	17%	1060

Question #29 on the Professional Staff Opinionaire and Question #16 on the Student Opinionaire provide the data for this table.

Table 15

Community recreation programs such as sports, drama, and music would function better under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	48%	13%	17%	19%	795
1. Elementary Assignment	48%	13%	18%	19%	441
2. Junior High Assignment	47%	14%	20%	18%	168
3. Senior High Assignment	49%	13%	14%	22%	107
4. Administrative Staff	51%	12%	15%	20%	41
5. Others	62%	12%	12%	15%	26
Total Students	70%	8%	9%	10%	1060

Question #30 on the Professional Staff Opinionaire and Question #17 on the Student Opinionaire provide the data for this table.

Table 16

Students transferring out of the school system would probably find it easier to fit into another school system under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	76%	4%	7%	11%	795
1. Elementary Assignment	77%	4%	8%	10%	441
2. Junior High Assignment	74%	4%	7%	14%	168
3. Senior High Assignment	77%	3%	6%	12%	107
4. Administrative Staff	71%	7%	15%	5%	41
5. Others	88%	-	-	8%	26
Total Students	73%	9%	6%	10%	1060

Question #31 on the Professional Staff Opinionaire and Question #18 on the Student Opinionaire provide the data for this table.

Table 17

Students who have been ill for several weeks would find it easier to make up school work if the schools were operating under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	27%	42%	15%	14%	795
1. Elementary Assignment	24%	41%	17%	17%	441
2. Junior High Assignment	34%	42%	11%	12%	168
3. Senior High Assignment	39%	35%	10%	15%	107
4. Administrative Staff	17%	61%	15%	5%	41
5. Others	19%	58%	12%	8%	2[illegible]
Total Students	31%	41%	11%	13%	1060

Question #32 on the Professional Staff Opinionaire and Question #19 on the Student Opinionaire provide the data for this table.

Table 18

The calendar that opens up greater opportunities for using the summer months to make environmental education (conservation) more effective is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	21%	57%	8%	13%	795
1. Elementary Assignment	22%	55%	8%	13%	441
2. Junior High Assignment	22%	58%	7%	11%	168
3. Senior High Assignment	16%	59%	7%	16%	107
4. Administrative Staff	15%	66%	5%	12%	41
5. Others	19%	62%	15%	-	26
Total Students	36%	42%	6%	13%	1060

Question #33 on the Professional Staff Opinionaire and Question #20 on the Student Opinionaire provide the data for this table.

Table 19

The calendar which provides the greater opportunity for students to work full-time during their vacation period is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	57%	22%	8%	11%	795
1. Elementary Assignment	61%	19%	9%	11%	441
2. Junior High Assignment	54%	24%	8%	13%	168
3. Senior High Assignment	53%	33%	4%	7%	107
4. Administrative Staff	46%	32%	10%	12%	41
Others	58%	23%	4%	15%	26
Total Students	66%	14%	8%	9%	1060

Question #34 on the Professional Staff Opinionaire and Question #21 on the Student Opinionaire provide the data for this table.

Table 20

Sequential subject matter such as foreign languages or mathematics could be better taught under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	35%	16%	23%	24%	795
1. Elementary Assignment	35%	14%	25%	26%	441
2. Junior High Assignment	36%	21%	20%	23%	168
3. Senior High Assignment	43%	16%	12%	24%	107
4. Administrative Staff	22%	15%	37%	27%	41
5. Others	31%	19%	31%	15%	26
Total Students	50%	15%	19%	13%	1060

Question #35 on the Professional Staff Opinionaire and Question #22 on the Student Opinionaire provide the data for this table.

Table 21

The calendar which makes it possible for the teachers to become better informed about a student's abilities and interests is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	46%	12%	27%	13%	795
1. Elementary Assignment	45%	10%	30%	15%	441
2. Junior High Assignment	52%	15%	23%	10%	168
3. Senior High Assignment	49%	13%	21%	13%	107
4. Administrative Staff	32%	20%	37%	12%	41
5. Others	35%	23%	27%	12%	26
Total Students	56%	12%	17%	12%	1060

Question #36 on the Professional Staff Opinionaire and Question #23 on the Student Opinionaire provide the data for this table.

Table 22

Students who are planning to attend college would have fewer enrollment difficulties under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	39%	12%	27%	20%	795
1. Elementary Assignment	38%	10%	27%	24%	441
2. Junior High Assignment	38%	17%	29%	15%	168
3. Senior High Assignment	40%	11%	24%	21%	107
4. Administrative Staff	39%	10%	39%	12%	41
5. Others	54%	19%	23%	-	26
Total Students	53%	11%	14%	19%	1060

Question #37 on the Professional Staff Opinionaire and Question #24 on the Student Opinionaire provide the data for this table.

Table 23

The calendar which makes it possible to provide a more effective interscholastic athletic program is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	59%	6%	12%	22%	795
1. Elementary Assignment	57%	5%	12%	24%	441
2. Junior High Assignment	61%	8%	14%	17%	168
3. Senior High Assignment	60%	7%	13%	20%	107
4. Administrative Staff	63%	-	15%	22%	41
5. Others	81%	4%	-	15%	26
Total Students	65%	10%	11%	12%	1060

Question #38 on the Professional Staff Opinionaire and Question #25 on the Student Opinionaire provide the data for this table.

Table 24

The calendar which makes it possible to provide a more effective instrumental music, vocal music, dramatics, etc. program is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	41%	11%	24%	24%	795
1. Elementary Assignment	37%	11%	27%	24%	441
2. Junior High Assignment	50%	12%	17%	20%	168
3. Senior High Assignment	39%	10%	21%	28%	107
4. Administrative Staff	49%	5%	24%	22%	41
5. Others	46%	12%	19%	23%	26
Total Students	55%	11%	18%	14%	1060

Question #39 on the Professional Staff Opinionaire and Question #26 on the Student Opinionaire provide the data for this table.

Table 25

The calendar which makes it possible to provide a more effective extra-curricular activities program (other than athletics) is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	35%	16%	26%	22%	795
1. Elementary Assignment	33%	15%	26%	24%	441
2. Junior High Assignment	43%	16%	21%	20%	168
3. Senior High Assignment	36%	19%	29%	16%	1[illegible]
4. Administrative Staff	32%	22%	39%	7%	41
5. Others	38%	12%	27%	23%	26
Total Students	52%	14%	16%	15%	1060

Question #40 on the Professional Staff Opinionaire and Question #27 on the Student Opinionaire provide the data for this table.

Table 26

The calendar which provides better for the evaluation of student work is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	31%	18%	34%	15%	795
1. Elementary Assignment	33%	15%	32%	17%	441
2. Junior High Assignment	30%	24%	33%	13%	168
3. Senior High Assignment	31%	24%	33%	12%	107
4. Administrative Staff	24%	22%	51%	2%	41
5. Others	31%	19%	35%	12%	26
Total Students	50%	17%	14%	16%	1060

Question #41 on the Professional Staff Opinionaire and Question #28 on the Student Opinionaire provide the data for this table.

Table 27

The calendar which enables teachers to provide a more effective atmosphere for learning is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Total Number
Total Professional Staff	32%	20%	32%	14%	795
1. Elementary Assignment	35%	14%	33%	15%	441
2. Junior High Assignment	29%	28%	33%	10%	168
3. Senior High Assignment	30%	27%	24%	18%	107
4. Administrative Staff	22%	34%	34%	10%	41
5. Others	31%	15%	42%	8%	26
Total Students	48%	20%	15%	14%	1060

Question #42 on the Professional Staff Opinionaire and Question #29 on the Student Opinionaire provide the data for this table.

Table 28

Any decision to change from the present school calendar to a Split-Trimester Calendar should reflect the informed opinions of such groups as citizens, parents, educators, and students following an extensive public information program.

Classification	Agree	Disagree	Need More Information	Total Number
Total Professional Staff	94%	1%	3%	795
1. Elementary Assignment	95%	1%	4%	441
2. Junior High Assignment	95%	2%	2%	168
3. Senior High Assignment	93%	3%	4%	107
4. Administrative Staff	100%	-	-	41
5. Others	100%	-	-	26
Total Students	76%	8%	12%	1060

Question #44 on the Professional Staff Opinionaire and Question #31 on the Student Opinionaire provide the data for this table.

Table 29

A survey of community opinions of all major groups who are affected by a revised school calendar should precede a decision by the school board to adopt a new calendar.

Classification	Agree	Disagree	Need More Information	Total Number
Total Professional Staff	91%	3%	5%	795
1. Elementary Assignment	90%	2%	6%	441
2. Junior High Assignment	95%	3%	2%	168
3. Senior High Assignment	86%	6%	7%	107
4. Administrative Staff	98%	2%	-	41
5. Others	96%	4%	-	26
Total Students	61%	14%	20%	1060

Question #45 on the Professional Staff Opinionaire and Question #32 on the Student Opinionaire provide the data for this table.

Table 30

An extensive in-service education program for all school employees should precede the introduction of a new school calendar that incorporates major changes such as found in the Split-Trimester Calendar.

Classification	Agree	Disagree	Need More Information	Total Number
Total Professional Staff	83%	5%	10%	795
1. Elementary Assignment	85%	4%	10%	441
2. Junior High Assignment	82%	5%	11%	168
3. Senior High Assignment	75%	9%	16%	107
4. Administrative Staff	98%	-	2%	41
5. Others	96%	4%	-	26
Total Students	53%	12%	30%	1060

Question #46 on the Professional Staff Opinionaire and Question #33 on the Student Opinionaire provide the data for this table.

Table 31

If the school board were to adopt the Split-Trimester Calendar, what would be your preference as regards the number of terms you would like to teach or attend each year?

Classification	Teach or Attend 5 out of 6 Terms	Teach or Attend All 6 Terms	No Preference	Total Number
Total Professional Staff	66%	21%	6%	795
1. Elementary Assignment	71%	19%	5%	441
2. Junior High Assignment	65%	26%	3%	168
3. Senior High Assignment	58%	22%	8%	107
4. Administrative Staff	51%	20%	7%	41
5. Others	62%	19%	12%	26
Total Students	43%	24%	23%	1060

Question #48 on the Professional Staff Opinionaire and Question #35 on the Student Opinionaire provide the data for this table.

Table 32

If the Split-Trimester Calendar had been in effect this school year, when would you have chosen to take your vacation if you could have selected from any one of the six terms?

Classification	Sept.5 Oct.24	Oct.27 Dec.19	Jan.2 Feb.20	Feb.23 Apr.13	Apr.17 June 6	June 11 July 31	Not Take Vacation	Tot. Num.
Total Professional Staff	7%	2%	11%	5%	5%	53%	10%	795
1. Elementary Assignment	6%	2%	12%	5%	5%	58%	6%	441
2. Junior High Assignment	12%	2%	7%	4%	5%	51%	13%	168
3. Senior High Assignment	6%	3%	15%	4%	3%	46%	16%	107
4. Administrative Staff	5%	-	12%	7%	5%	41%	20%	41
5. Others	4%	4%	8%	8%	4%	58%	12%	26
Total Students	3%	2%	5%	2%	6%	69%	-	1060

Question #50 on the Professional Staff Opinionaire and Question #37 on the Student Opinionaire provide the data for this table.

Summary of Data from Tables 4 through 32 Regarding Comparisons of Students and Professional Staff Opinions as to the Relative Merits of Two School Calendars on Selected Issues

Tables 4 through 32 present both professional staff and student responses to questions which were common to both opinionaires. The following lists indicate the items on which there was agreement between both groups and also items which brought forth student responses which differed from those of the professional staff.

1. Responses from Professional Staff and Students Which Favored the Present Calendar Over the Split-Trimester Calendar.

    a. Transfer students moving into the school system would find it easier to work out a satisfactory schedule. (Table 12)

    b. Community recreation programs such as sports, drama, and music would function better. (Table 15)

    c. Students transferring out of the school system would find it easier to fit into another school system. (Table 16)

    d. Students would have a greater opportunity to obtain full-time work during their vacation periods. (Table 19)

    e. Sequential subject matter such as foreign language or mathematics could be better taught. (Table 20)

    f. Teachers could become better informed about a student's abilities and interests. (Table 21)

    g. Students planning to attend college would have fewer enrollment difficulties. (Table 22)

    h. A more effective interscholastic athletic program would be possible. (Table 23)

    i. A more effective instrumental music, vocal music, dramatics, etc. program would be possible. (Table 24)

    j. A more effective extra-curricular activities program (other than athletics) would be possible. (Table 25)

    k. Better evaluation of student work is provided for. (Table 26)

    l. A more effective atmosphere for learning can be provided by teachers. (Table 27)

2. Responses from the Professional Staff and Students Which Favored the Split-Trimester Calendar Over the Present Calendar.

    a. Enables students who fail a course to make up the work with less difficulty. (Table 4)

b. Creates the greater need for installing air conditioning in school buildings. (Table 13)

c. Enables students who have been ill for several weeks to make up school work more easily. (Table 17)

d. Provides greater opportunities for using the summer months to make environmental education (conservation) more effective. (Table 18)

3. Responses Which Showed Students Preferring the Present Calendar and the Professional Staff Selecting the Split-Trimester Calendar.

a. The frequency with which students change courses and teachers would work out better. (Table 5)

b. C.O.T. (Work-Study) Program would work out better for students. (Table 7)

c. Offerings could be taught at varying levels of depth and difficulty for the bright and average students more effectively. (Table 8)

d. The needs of students with learning problems would be better met. (Table 9)

e. Makes it possible for students to make wiser curriculum choices. (Table 14)

4. Response Which Showed Students to be Almost Evenly Divided and Which Showed the Professional Staff to Prefer the Split-Trimester Calendar.

Provides more effectively for student independent study. (Table 10)

5. Responses Which Showed Professional Staff Almost Evenly Divided and Which Showed the Students to Prefer the Present Calendar.

a. Students would experience less failure. (Table 6)

b. Makes better provision for recesses and vacations to improve student motivation. (Table 11)

6. Proposed Steps Needed Before Implementation of the Split-Trimester Calendar According to Most of the Professional Staff and Students.

a. Any decision to change should reflect the informed opinions of such groups as citizens, parents, educators, and students following an extensive public information program. (Table 28)

b. A survey of community opinion of all major groups affected by a revised school calendar should precede the decision to adopt a new calendar. (Table 29)

c. An extensive in-service education program for all school employees should precede the introduction of a new school calendar. (Table 30)

7. Professional Staff and Student Preferences for Number of Terms They Would Like to Teach or Attend and Preferred Vacation Periods.

   a. A majority of both the professional staff and students would prefer to teach or attend 5 out of 6 terms each school year. (Table 31)

   b. The June 11 - July 31 vacation period was selected by a majority of both groups. (Table 32)

PART IV

OPINIONS OF STUDENTS, PROFESSIONAL STAFF, AND OPERATIONAL STAFF REGARDING THE SPLIT-TRIMESTER CALENDAR AS COMPARED WITH THE PRESENT CALENDAR ON SELECTED ISSUES

This analysis of the various groups' opinions about the Split-Trimester Calendar is based upon information provided by the Analytical Tables found in Appendices A, B, and C.

Those who study carefully all the many tables found in the other sections of this report and the Analytical Tables in Appendices A, B, and C will arrive at certain personal conclusions and generalizations relative to their implications for the current feasibility study of an extended school year calendar. The authors of this study have attempted to generalize some of their major impressions from this mass of data, and to share them with readers of this document. The aim of the survey team is to communicate briefly and understandably in this section. For that reason, percentages and other statistics are omitted except where such figures are believed to be helpful in assisting readers to understand the significance of the survey team's report regarding a particular opinionaire response.

A word of caution is necessary about the conclusions and generalizations drawn from the responses of the various groups to the opinionaire questions. On most questions, a sizeable percentage of the respondents selected the category -- "Need More Information." If these respondents had selected any one of the other answers, the results of this survey of opinions about the Split-Trimester Calendar could have been significantly altered.

A. Reactions of the Professional Staff to the Split-Trimester Calendar as Compared With the Present Calendar Or Either Calendar

This review of the professional staff's reaction to the Split-Trimester Calendar focuses on six areas of interest for teachers and administrators. These areas are: the effect of the Split-Trimester Calendar on Teachers and Administrators; Instruction; Students; Extra-Curricular Activities and Programs; School Buildings; and Professional Staff Opinions about the Proposed Steps Needed to Implement the Split-Trimester Calendar.

The opinions of the entire professional staff are presented together except in those particular instances which show teacher responses differing from answers provided by administrators.

The generalizations and conclusions found in this section are based upon the Analytical Tables in Appendix A.

1. Effect of the Split-Trimester Calendar on the Professional Staff.

   a. Elementary, junior high, and senior high teachers were about equally divided in their opinion that course content could be organized and taught more meaningfully under Either Calendar or under the Present Calendar. Although a plurality of administrators held the same view as teachers about course content in terms of Either Calendar, those who chose other options were almost evenly split as to whether the Present Calendar or the Split-Trimester Calendar was more effective for organizing and teaching course content.

   b. In response to the question of which calendar provided better for teachers to be assigned course offerings which they were professionally prepared to teach:

      1) The Present Calendar or Either Calendar was preferred by a plurality of elementary teachers.

      2) Either Calendar, was preferred by a plurality of secondary teachers.

      3) The Split-Trimester Calendar or Either Calendar was preferred by a plurality of administrators.

   c. The views expressed by professional staff regarding which calendar would make for less teacher fatigue follow:

      1) The Present Calendar, according to elementary teachers.

      2) The Present Calendar or the Split-Trimester Calendar, according to an evenly divided group of secondary teachers.

      3) The Split-Trimester Calendar, according to a plurality of administrators.

   d. A majority of all professional staff felt it would be easier to pursue an advanced college degree program under the Present Calendar.

   e. A majority of the professional staff opined that their work load would be greater under the Split-Trimester Calendar.

   f. A substantial majority of the professional staff expressed the opinion that the Present Calendar would result in fewer scheduling difficulties for them.

   g. The teachers believed that they would be better informed about a student's abilities and interests under the Present Calendar. However, an almost equal percentage of administrators selected the Present Calendar or Either Calendar in response to this question.

h. Seventy-one percent of the elementary teachers, 65% of the junior high teachers, and 58% of the senior high teachers indicated they would like to teach 5 out of 6 terms if the Split-Trimester Calendar were adopted. About 21% would teach all 6 terms and approximately 6% had no preference.

i. A majority of the professional staff indicated that they would select June 11 to July 31 as their vacation period under the Split-Trimester Calendar. The January 2 - February 20 vacation period was the only other vacation period which more than 10% of the staff stated they would choose for a vacation. About 10% of the staff said they would not take a vacation when the schools were in session.

j. After considering all known factors, the Present Calendar was preferred by 58% of the elementary teachers, 45% of the junior high teachers, and 50% of the senior high teachers. The Split-Trimester Calendar was selected by 25% of the elementary teachers, by 37% of the junior high teachers, and by 35% of the high school teachers. Approximately 12% of the teachers had no preference.

2. Comparisons of the Effects of the Split-Trimester and the Regular Calendar on Instruction as Viewed by the Professional Staff.

An examination of the professional staff responses to opinionaire questions dealing with instructional issues reveals that staff opinions are divided as regards which calendar would have a more positive impact on instruction.

One pattern in the responses to instructional issues is the fact that administrators were consistently more supportive of the Split-Trimester Calendar than the teachers. Another pattern was the fact that elementary teachers tended to favor the Present Calendar more than other professional personnel on many instructional issues. (Questions 3, 5, 6, 7, 8, 11, 21, 22, 24, 33, 35, and 42 in the Professional Staff Opinionaire deal with instruction.) Responses of the professional staff also form a third pattern which revealed that even though a plurality of respondents might select the Present Calendar or the Split-Trimester Calendar as a preference to a particular item, a sizeable minority on the same item would also state that Either Calendar would be equally satisfactory.

The following section of the report presents the different instructional concerns of the professional staff with respect to the school calendars which they preferred.

a. Which Calendar best facilitates the attainment of teacher and student goals?

Elementary Teachers (37%) preferred the Present Calendar. A sizeable group (29%) also said Either Calendar would be satisfactory.

167

Junior high teachers were evenly divided between the Present Calendar (29%), Split-Trimester Calendar (27%), and Either Calendar (28%) responses.

Thirty-two percent of senior high teachers preferred the Present Calendar and the remaining 68% were almost equally divided between the Split-Trimester Calendar, Either Calendar, and Need More Information responses.

Administrators selected the Split-Trimester Calendar as their most common choice (39%) and slightly less (32%) said Either Calendar was fine.

b. Which Calendar is preferred by elementary and secondary teachers who support the concept of continuous progression?

Teachers were almost evenly divided in their preference for the Present Calendar or the Split-Trimester Calendar on this question. Elementary and senior high teachers selected the Present Calendar more frequently while junior high teachers chose the Split-Trimester Calendar.

A majority of the administrators stated that the Split-Trimester Calendar would work out better.

c. Which Calendar would reduce the amount of repetition of course content from the lower grades to upper grades?

The elementary teachers were the only teachers' group who indicated a preference for one type of calendar. They preferred the Present Calendar. However, on this question nearly one-third of all teachers asked for more information.

Thirty-two percent of the administrators selected the Split-Trimester Calendar as their first choice. The remainder were almost equally divided between the Present Calendar, Either Calendar, and Need More Information responses.

d. Which Calendar better facilitates the effective functioning of individualized instructional methods?

Both elementary teachers and administrators were almost equally divided in their opinions that the Split-Trimester Calendar or Either Calendar encourages these methods to function more effectively. A plurality of secondary teachers favored the Split-Trimester Calendar.

e. Which Calendar functions better to eliminate or reduce the amount of forgetting following vacation periods?

A plurality (38%) of the teachers and a majority (54%) of the administrators preferred the Split-Trimester Calendar.

f. Which Calendar makes it easier to implement understandings, skills, and attitudes emphasized in teaching?

A plurality of the professional staff was almost evenly divided in their opinions between the Present Calendar or Either Calendar. Less than 13% of the professional staff believed the Split-Trimester Calendar would make it easier.

g. Which Calendar provides better for the work-study program (C.O.T.)?

Nearly one-half of the professional staff needed more information on this item. The remainder expressed no clear preference for either calendar.

h. Which Calendar provides better for the educational needs of bright and average students?

A plurality of secondary teachers and a majority of administrators preferred the Split-Trimester Calendar.

Eighteen percent of the elementary teachers preferred the Present Calendar; 27% the Split-Trimester Calendar; 26% Either Calendar; and 28% Needed More Information.

i. Which Calendar provides better for student independent study?

The Split-Trimester Calendar was chosen by nearly one-half of the teachers and 61% of the administrators.

j. Which Calendar makes better use of summer months for environmental education?

More than one-half of the professional staff stated that the Split-Trimester Calendar would increase opportunities for environmental education.

k. Which Calendar provides better for the teaching of sequential subjects such as math and foreign languages?

A plurality of the teachers believed that the Present Calendar would be better for teaching sequential subjects.

Administrators (37%) said that Either Calendar would be equally satisfactory. The rest of the administrative staff was divided between the Present Calendar (22%); Split-Trimester Calendar (15%); and Need More Information (27%) categories.

l. Which Calendar provides a more effective atmosphere for learning?

Junior high teachers, senior high teachers, and administrators were almost evenly divided between the Present Calendar, the Split-Trimester Calendar, and Either Calendar.

Elementary teachers stated that the Present Calendar (35%) or Either Calendar (33%) would be more effective. However, only 14% indicated the Split-Trimester Calendar as their choice.

3. Effects of the Split-Trimester Calendar on Students as Compared With the Regular Calendar.

This section presents the professional staff opinions about which calendar would enable the school district to deal more effectively with issues related to student welfare.

a. The Present Calendar was preferred by a majority of the professional staff on the following:

Amount of stability in student group membership.

Students transferring out of the school system would find it easier to fit into another school.

Opportunity for students to work full-time during their vacation periods.

b. The Split-Trimester Calendar was selected by at least a plurality of the professional staff on the following:

Need for counseling students is greater under Split-Trimester Calendar.

Student interests and needs are met more effectively because of having access to a variety of curriculum opportunities.

Students who fail a course could make it up with less difficulty.

Students who had been ill for several weeks would find it easier to make up school work.

Students have a broader choice of course offerings.

c. The Split-Trimester Calendar was chosen by at least a plurality of secondary teachers and administrators on the following:

Greater diversity of student ability and interest in the typical classroom.

Provision for recesses and vacations to improve student motivation.

The frequency with which students change courses and teachers would work out better.

Would better meet the needs of students with learning problems.

d. Elementary teachers' opinions were divided about equally among Present Calendar, Split-Trimester Calendar, and Either Calendar categories on the following:

Would better meet the needs of students with learning problems.

Greater diversity of student ability and interest in the typical classroom.

e. Elementary teachers' responses were almost evenly divided between the Present Calendar and the Split-Trimester Calendar on the following:

The frequency with which students change courses and teachers would work out better.

Provision for recesses and vacations to improve student motivation.

f. Teachers preferred the Present Calendar on the following:

Transfer students into the school system would find it easier to work out a satisfactory schedule.

g. Administrator opinions were about evenly divided between the two types of calendars on the following:

Transfer students into the school system would find it easier to work out a satisfactory schedule.

h. According to a plurality of elementary teachers, junior high teachers, and administrators, the C.O.T. (Work-Study) Program would work out better under the Split-Trimester Calendar. Senior high teachers were almost evenly divided between the Present Calendar (28%), Split-Trimester Calendar (21%), Either Calendar (17%) and Need More Information (33%).

i. Professional staff opinion was divided between the Split-Trimester Calendar and the Either Calendar categories as regards which calendar would result in students experiencing less failure and which calendar makes it possible for students to make wiser curriculum choices.

j. According to professional staff views, adoption of the Present Calendar or Either Calendar would result in students who plan to attend college having fewer difficulties.

k. Evaluation of student work would be better provided for under:

The Present Calendar or Either Calendar, according to a plurality of elementary teachers.

The Present Calendar, Split-Trimester Calendar, or Either Calendar, according to the secondary teachers.

Either Calendar, according to a majority of the administrators.

4. Effect of the Split-Trimester Calendar on Extra-Curricular Activities or Related Programs as Compared with the Regular Calendar.

   a. The professional staff favored the Present Calendar in terms of providing effective extra-curricular activities or related programs. A plurality believed that it would be possible to offer more effective programs in the following areas under the Present Calendar:

      Community recreation programs such as sports, drama, and music.

      Instrumental music, vocal music, dramatics, etc.

      Extra-curricular activities at the schools other than athletics.

   b. A sizeable percentage (which ranged from 21% to 39%) of the professional staff stated that an extra-curricular activities (other than athletics) program would be effective under Either Calendar. In fact, administrators selected the Either Calendar category (39%) slightly more often than the Present Calendar choice (32%).

   c. A majority of the professional staff believed that a more effective interscholastic athletic program could be offered under the present calendar.

5. Effect of the Split-Trimester Calendar on School Buildings.

   a. Over 86% of all teachers and 95% of the administrators expressed the opinion that the Split-Trimester Calendar creates the greater need for installing air-conditioning in school buildings.

   b. A majority of junior high teachers and administrators and a plurality of elementary and senior high teachers stated that the Split-Trimester Calendar would make it possible to use specialized classroom areas such as labs, shops, typing rooms, etc. more efficiently and effectively.

6. Professional Staff Opinions About Proposed Steps Needed Before Implementation of the Split-Trimester Calendar.

   a. A majority of the professional staff agreed that each of the following items were necessary before implementation of the Split-Trimester Calendar:

      Two or more years should be devoted to planning for a smooth transition. Administrators were slightly more supportive of this need than teachers were.

A decision to change calendars should reflect the informed opinions of such groups as citizens, parents, educators, and students, following an extensive public information program.

A survey of community opinion of all major groups affected by a revised school calendar should precede its adoption.

An extensive in-service education program for all school employees should precede adoption of a new calendar.

A majority of all professional staff indicated that air-conditioning of school buildings should precede adoption of the Split-Trimester Calendar. Teachers were slightly more supportive of this position than were administrators.

B. Reactions of the Operational Staff to the Split-Trimester Calendar as Compared with the Regular Calendar

The operational staff employees in each job category except transportation stated that the Present Calendar would be more satisfactory in three respects:

The Present Calendar would be more helpful in attracting qualified employees, according to a majority of the food service employees, the secretaries and clerical workers, and building and grounds employees. However, 61% of the transportation employees believed that the Split-Trimester Calendar would enable Ann Arbor Schools to attract bus drivers more easily.

The building and grounds employees, the secretaries and clerical workers, and the food services staff preferred the Present Calendar in terms of the number of hours they would work during the year. However, more than one-half of the transportation employees considered the Split-Trimester Calendar more satisfactory.

The Present Calendar would work out better for a majority of the building and grounds employees, the secretaries and clerical workers, and the food services staff as regards their annual vacation schedule. Only a small percentage (less than 10%) favored the Split-Trimester Calendar. Slightly less than one-half of the transportation employees preferred vacation schedule options under the Split-Trimester Calendar, while 25% desired the Present Calendar on this item.

It should also be emphasized that on each of the above-mentioned items, a substantial minority within each job classification of the operational staff stated that Either Calendar was satisfactory. About 8% of all respondents to these questions expressed the opinion that they needed more information before they could make a decision for or against the proposed Split-Trimester Calendar.

The Survey Team's review of operational staff opinions regarding the Split-Trimester Calendar is based upon data found in Appendix B, Analytical Tables 1-9.

A majority of all respondents expressing a preference for Either Calendar in each operational staff job classification believed that the number of employees in their area would be higher under the Split-Trimester Calendar. A small percentage (less than 10%) of the secretaries and clerical workers and the transportation employees, and approximately one-fourth of the building and grounds employees and the food services workers stated that the number of operational personnel would be higher under the Present Calendar. An average of 16% of all respondents expressed the opinion that they either needed more information on this item or that the number of employees would not differ under Either Calendar.

After examining all the information available to the operational staff, a majority of the respondents preferred the Present Calendar. Seventeen percent of the operational staff favored the Split-Trimester Calendar and 8% stated that they needed more information before choosing between the two calendars.

The transportation employees were the only operational staff personnel who clearly preferred the Split-Trimester Calendar. Fifty-six percent of the transportation employees stated that they favored it for their particular type of employment, 31% favored the Present Calendar, and 11% said Either Calendar was satisfactory.

C. Reactions of Students to the Split-Trimester Calendar as Compared with the Present Calendar

The following analysis of student reactions to the two calendars is divided into nine major parts. In each section, the relationship between the two school calendars -- Present and Split-Trimester Calendar -- and a specific aspect of school life is examined in terms of student opinions. (e.g., in the first part, student perceptions of the relationship between the two school calendars and program flexibility are presented.)

The Survey Team's review of student opinions regarding the Split-Trimester Calendar is based upon data found in Appendix C, Analytical Tables 1-39.

1. Relationships between the Two School Calendars and Flexibility of Curriculum.

a. The potential flexibility of the Split-Trimester Calendar was not considered an advantage to students who responded to the following items:

> Students preferred the present semester courses to seven-week courses under the Split-Trimester Calendar.
>
> Students preferred the frequency with which they change courses and teachers under the Present Calendar.
>
> Students thought it would be easier for students transferring into Ann Arbor Public Schools to work out a satisfactory schedule under the Present Calendar.

Students also stated it would be easier for students leaving Ann Arbor to fit into another school system under the Present Calendar.

Students said graduates who are planning to attend college would have fewer enrollment difficulties under the Present Calendar.

b. Students were evenly divided between the Present Calendar and the Split-Trimester Calendar in terms of which calendar would enable the scheduling of the school day to be more flexible.

c. According to a majority of students, the flexibility within the Split-Trimester Calendar would enable students who had been ill for several weeks to make up school work with less difficulty.

d. Nearly one-half (46%) of the students believed that the Split-Trimester Calendar provides greater flexibility.

2. Relationships Between the Two School Calendars and Curriculum Opportunity.

a. Students favored the Present Calendar on the following curriculum issues. They said that under the Present Calendar:

Their needs and interests in terms of variety of curriculum opportunities would be met more effectively.

Sequential subject matter such as foreign language and mathematics would be taught more effectively.

It would be easier for them to make wiser curriculum choices.

The C.O.T. (Work-Study) Programs would work out better.

b. About an equal number of students selected either the Present Calendar or the Split-Trimester Calendar in terms of which would better provide a variety of courses for bright and average students and which would enable students to more easily undertake independent study projects.

c. A plurality of students believed that the Split-Trimester Calendar would open up greater opportunities to make environmental education (conservation) more effective.

3. Relationships Between the Two School Calendars and Learning Problems.

a. More students expressed the opinion that it would be easier for students to make up a failing course grade under the Split-Trimester Calendar then under the Present Calendar.

b. Although a plurality (45%) of students stated that it would be easier to make up failures under the Split-Trimester Calendar, a plurality (43%) of students also expressed belief that they would experience less failure under the Present Calendar.

c. A plurality of students expressed the view that under the Present Calendar the needs of students with learning problems would be better met.

d. On three questions closely related to learning problems, students expressed opinions supportive of the Present Calendar as illustrated in the three examples which follow:

More students than not said that teachers could provide a more effective atmosphere for learning under the Present Calendar than under the Split-Trimester Calendar.

A majority of students held the opinion that under the Present Calendar evaluation of student progress would be better.

Over one-half of the students believed that it would be possible for teachers to be better informed about their abilities and interests under the Present Calendar.

4. Relationships Between the Two School Calendars and Vacation Schedules.

a. The Present Calendar was preferred by over one-half of the students on three questions which deal with the effect of the school calendar on vacations for reasons identified below:

Students believed that their parents would prefer the Present Calendar in terms of vacations for children.

Students expressed the view that the Present Calendar makes better provision for recesses and vacations to improve student motivation.

Students stated that the Present Calendar provides greater opportunity for them to work full-time during their vacation periods.

b. The potential difficulty in scheduling vacations for students under the Split-Trimester Calendar becomes apparent when student responses to question #37 are examined. Over 69% of all students would have selected June 11 to July 31 as their vacation period if the Split-Trimester Calendar had been in effect this school year. The percentage of students selecting any one of the five other vacation periods did not exceed 6% of the student respondents.

5. Relationship Between the Two School Calendars and Extra-Curricular Activities.

a. For each of the following extra-curricular activities and/or programs a majority (which ranged from 52% to 70%) of the students preferred the Present Calendar to the Split-Trimester Calendar:

For community recreation programs such as sports, drama, and music.

For interscholastic **athletics.**

For instrumental music, vocal music, dramatics, etc., programs.

For extra-curricular activities at the school other than athletics.

6. Relationship Between the Two School Calendar Options and the Need for Air-Conditioning in School Buildings.

   An overwhelming majority of students believed that the Split-Trimester Calendar creates a greater need for air-conditioning than the Present Calendar.

7. Student Preference as to the Number of Terms They Would Like to Attend Under the Split-Trimester Calendar.

   a. Nearly one-half of the students indicated that they would like to attend 5 out of 6 terms each year.

   b. Nearly one-fourth of the students stated they would prefer to attend all 6 terms.

   c. The remaining one-fourth of the students expressed no preference as regards the number of terms they wanted to attend.

8. Student Attitudes Towards Procedures to Follow Prior to Adopting Any New School Calendar.

   a. Students believed that the following steps should be followed before the school board would undertake to put into operation the proposed Split-Trimester Calendar. A majority (which ranged from 53% to 76%) supported these actions:

      To devote two or more years of planning before adopting a new calendar.

      To carry on an extensive public information program.

      To survey community opinions of all major groups affected by proposed changes in calendar.

      To carry on an extensive in-service education program for all school employees.

      To air-condition all school buildings.

9. The School Calendar Preferred by a Majority of Students.

   a. After examining all the known factors, 62% of all students preferred the Present Calendar, 18% the Split-Trimester Calendar, and 12% had no preference.

   b. High school seniors were the only group in which less than 60% opted for the Present Calendar. Fifty-four percent of twelfth graders preferred it; 27% favored the Split-Trimester Calendar; and 13% had no preference.

APPENDIX A

Analytical Tables for Professional Staff Opinionaire

The percentages in the Analytical Tables for the Professional Staff Opinionaire may not equal 100% because the percent of respondents who did not answer certain questions is not included in the tables.

Ann Arbor Public Schools - Analytical Tables for Professional Staff

1. In my teaching assignment, course content could be organized and taught more meaningfully under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	34%	10%	37%	16%
Elementary Assignment	36%	5%	37%	21%
Jr. High Assignment	34%	17%	39%	8%
Sr. High Assignment	36%	9%	39%	6%
Elementary Administrator	12%	29%	41%	6%
Jr. High Administrator	-	-	100	-
Sr. High Administrator	-	-	100	-
Central Office Administrator	25%	20%	15%	5%
Other	31%	12%	27%	19%
Male	30%	17%	39%	9%
Female	35%	6%	37%	20%
Administrative Staff	17%	22%	34%	5%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

2. In my opinion, I could better be assigned course offerings which would be more closely in line with my professional strengths and interests under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	31%	13%	37%	16%
Elementary Assignment	35%	8%	35%	20%
Jr. High Assignment	25%	22%	42%	10%
Sr. High Assignment	32%	12%	40%	16%
Elementary Administrator	12%	29%	35%	12%
Jr. High Administrator	-	-	67%	33%
Sr. High Administrator	-	-	100%	-
Central Office Administrator	20%	20%	10%	10%
Other	35%	12%	27%	15%
Male	27%	20%	37%	11%
Female	33%	9%	37%	19%
Administrative Staff	15%	22%	27%	12%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

3. In my opinion, instructional goals for students and teachers would become more immediately attainable under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	33%	19%	28%	17%
Elementary Assignment	37%	14%	29%	19%
Jr. High Assignment	29%	27%	28%	14%
Sr. High Assignment	32%	22%	23%	21%
Elementary Administrator	12%	59%	18%	12%
Jr. High Administrator	-	33%	-	67%
Sr. High Administrator	-	-	100%	-
Central Office Administrator	25%	25%	45%	5%
Other	46%	15%	15%	12%
Male	30%	28%	26%	14%
Female	35%	15%	29%	19%
Administrative Staff	17%	39%	32%	12%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

4. In my opinion, the calendar which results in greater diversity of student ability and interest in the typical classroom is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	24%	29%	22%	22%
Elementary Assignment	26%	24%	25%	23%
Jr. High Assignment	22%	36%	20%	20%
Sr. High Assignment	23%	34%	16%	23%
Elementary Administrator	18%	41%	35%	-
Jr. High Administrator	-	-	67%	33%
Sr. High Administrator	-	-	100%	-
Central Office Administrator	15%	65%	10%	10%
Other	31%	19%	12%	27%
Male	25%	35%	19%	19%
Female	24%	27%	23%	23%
Administrative Staff	15%	49%	27%	7%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

5. In my opinion, elementary and secondary teachers who support the concept of continuous progression would prefer:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	32%	30%	15%	22%
Elementary Assignment	33%	27%	16%	23%
Jr. High Assignment	26%	33%	15%	24%
Sr. High Assignment	39%	29%	9%	21%
Elementary Administrator	18%	65%	12%	6%
Jr. High Administrator	-	-	33%	67%
Sr. High Administrator	-	-	100%	-
Central Office Administrator	20%	50%	15%	10%
Other	35%	23%	15%	15%
Male	32%	32%	14%	19%
Female	31%	28%	15%	23%
Administrative Staff	17%	51%	17%	12%

183

6. In my opinion, teachers who prefer to reduce the amount of repetition of course content from the lower grades to upper grades would choose:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	26%	21%	22%	30%
Elementary Assignment	29%	18%	22%	29%
Jr. High Assignment	24%	24%	20%	29%
Sr. High Assignment	19%	22%	22%	34%
Elementary Administrator	29%	41%	24%	6%
Jr. High Administrator	-	-	67%	33%
Sr. High Administrator	-	-	-	100%
Central Office Administrator	25%	30%	10%	25%
Other	19%	15%	23%	38%
Male	24%	25%	19%	30%
Female	26%	19%	23%	30%
Administrative Staff	24%	32%	20%	20%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

7. In my opinion, the calendar which encourages individualized instructional methods to function more effectively is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	22%	33%	29%	15%
Elementary Assignment	25%	27%	29%	16%
Jr. High Assignment	15%	39%	29%	14%
Sr. High Assignment	19%	39%	25%	16%
Elementary Administrator	29%	53%	12%	6%
Jr. High Administrator	-	-	100%	-
Sr. High Administrator	-	-	100%	-
Central Office Administrator	20%	30%	45%	-
Other	15%	38%	35%	8%
Male	22%	36%	28%	13%
Female	21%	31%	30%	16%
Administrative Staff	22%	37%	37%	2%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

8. In my opinion, the calendar which functions better to eliminate or reduce the amount of forgetting following vacation periods is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	20%	38%	25%	15%
Elementary Assignment	20%	37%	25%	15%
Jr. High Assignment	18%	40%	27%	13%
Sr. High Assignment	24%	33%	20%	22%
Elementary Administrator	6%	76%	6%	12%
Jr. High Administrator	-	33%	67%	-
Sr. High Administrator	-	-	100%	-
Central Office Administrator	10%	40%	35%	10%
Other	19%	38%	27%	8%
Male	20%	37%	24%	17%
Female	19%	39%	26%	15%
Administrative Staff	7%	54%	27%	10%

9. In my opinion, the calendar which makes it possible to use specialized classroom areas such as: labs, shops, typing rooms, etc. more efficiently and effectively is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	14%	48%	14%	22%
Elementary Assignment	13%	44%	16%	25%
Jr. High Assignment	17%	52%	12%	17%
Sr. High Assignment	16%	47%	15%	20%
Elementary Administrator	12%	76%	-	12%
Jr. High Administrator	-	67%	-	33%
Sr. High Administrator	-	-	100%	-
Central Office Administrator	5%	70%	5%	10%
Other	12%	58%	8%	19%
Male	19%	52%	9%	17%
Female	12%	46%	16%	24%
Administrative Staff	7%	71%	5%	12%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

10. In my opinion, there would be less teacher fatigue under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	41%	28%	11%	17%
Elementary Assignment	48%	22%	12%	18%
Jr. High Assignment	33%	38%	12%	14%
Sr. High Assignment	31%	37%	8%	22%
Elementary Administrator	47%	35%	6%	12%
Jr. High Administrator	33%	-	33%	33%
Sr. High Administrator	-	100%	-	-
Central Office Administrator	10%	50%	20%	15%
Other	54%	23%	8%	8%
Male	35%	35%	13%	15%
Female	43%	26%	11%	18%
Administrative Staff	27%	41%	15%	15%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

11. In my opinion, the understandings, skills, and attitudes which are emphasized in my teaching would be easier to implement under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	37%	13%	36%	11%
Elementary Assignment	41%	10%	35%	12%
Jr. High Assignment	32%	19%	39%	10%
Sr. High Assignment	36%	13%	37%	12%
Elementary Administrator	35%	24%	24%	6%
Jr. High Administrator	-	-	100%	-
Sr. High Administrator	-	100%	-	-
Central Office Administrator	25%	10%	20%	10%
Other	38%	12%	35%	4%
Male	36%	18%	33%	9%
Female	38%	11%	37%	12%
Administrative Staff	27%	17%	27%	7%

12. In my opinion, the calendar which functions better to help me to pursue an advanced college degree program is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	56%	11%	18%	12%
Elementary Assignment	57%	10%	18%	12%
Jr. High Assignment	58%	13%	18%	10%
Sr. High Assignment	40%	18%	16%	23%
Elementary Administrator	65%	12%	24%	-
Jr. High Administrator	67%	-	33%	-
Sr. High Administrator	-	100%	-	-
Central Office Administrator	60%	10%	15%	-
Other	65%	-	12%	12%
Male	57%	13%	18%	10%
Female	55%	11%	17%	13%
Administrative Staff	61%	12%	20%	-

191

Ann Arbor Public Schools - Analytical Tables for Professional Staff

13. In my opinion, my work load would be greater under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	7%	52%	19%	21%
Elementary Assignment	6%	52%	18%	22%
Jr. High Assignment	8%	49%	21%	21%
Sr. High Assignment	7%	51%	19%	22%
Elementary Administrator	-	71%	12%	18%
Jr. High Administrator	-	100%	-	-
Sr. High Administrator	100%	-	-	-
Central Office Administrator	-	40%	40%	20%
Other	8%	65%	23%	-
Male	6%	56%	20%	18%
Female	7%	50%	19%	23%
Administrative Staff	2%	56%	24%	17%

192

14. In my opinion, students have a broader choice of course offerings under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	13%	46%	11%	28%
Elementary Assignment	11%	37%	14%	36%
Jr. High Assignment	18%	57%	7%	16%
Sr. High Assignment	17%	55%	9%	19%
Elementary Administrator	-	76%	-	18%
Jr. High Administrator	33%	67%	-	-
Sr. High Administrator	-	100%	-	-
Central Office Administrator	5%	75%	-	20%
Other	15%	54%	19%	8%
Male	17%	54%	12%	16%
Female	12%	43%	11%	32%
Administrative Staff	5%	76%	-	17%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

15. In my opinion, the calendar which provides the potential for a greater amount of stability in student group membership is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	68%	7%	7%	17%
Elementary Assignment	68%	6%	8%	17%
Jr. High Assignment	68%	8%	6%	18%
Sr. High Assignment	67%	12%	2%	19%
Elementary Administrator	71%	-	18%	12%
Jr. High Administrator	100%	-	-	-
Sr. High Administrator	-	100%	-	-
Central Office Administrator	60%	5%	20%	15%
Other	69%	-	8%	19%
Male	66%	9%	5%	18%
Female	68%	6%	8%	16%
Administrative Staff	66%	5%	17%	12%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

16. In my opinion, the need for counseling of students is greater under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	9%	45%	23%	21%
Elementary Assignment	8%	40%	22%	27%
Jr. High Assignment	13%	50%	22%	14%
Sr. High Assignment	7%	55%	21%	15%
Elementary Administrator	18%	59%	24%	-
Jr. High Administrator	-	-	67%	33%
Sr. High Administrator	-	100%	-	-
Central Office Administrator	5%	50%	35%	10%
Other	-	46%	35%	15%
Male	12%	52%	17%	17%
Female	8%	42%	26%	23%
Administrative Staff	10%	51%	32%	7%

195

Ann Arbor Public Schools - Analytical Tables for Professional Staff

17. In my opinion, student interests and needs as regards having access to a variety of curriculum opportunities would be met more effectively under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	18%	43%	15%	23%
Elementary Assignment	17%	37%	18%	27%
Jr. High Assignment	18%	52%	10%	18%
Sr. High Assignment	19%	53%	9%	18%
Elementary Administrator	29%	47%	6%	12%
Jr. High Administrator	33%	33%	33%	-
Sr. High Administrator	-	-	100%	-
Central Office Administrator	5%	50%	25%	20%
Other	19%	46%	19%	12%
Male	20%	50%	13%	16%
Female	17%	41%	16%	25%
Administrative Staff	17%	46%	20%	15%

18. In my opinion, students who fail a course could make up the work with less difficulty to them under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	13%	56%	12%	18%
Elementary Assignment	13%	53%	12%	21%
Jr. High Assignment	16%	59%	12%	13%
Sr. High Assignment	15%	58%	11%	15%
Elementary Administrator	-	76%	-	18%
Jr. High Administrator	-	67%	-	33%
Sr. High Administrator	-	100%	-	-
Central Office Administrator	5%	65%	10%	15%
Other	8%	73%	12%	8%
Male	13%	60%	13%	13%
Female	13%	56%	10%	19%
Administrative Staff	2%	71%	5%	17%

19. In my opinion, the frequency with which students change courses and teachers would work out better under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	25%	34%	9%	29%
Elementary Assignment	23%	27%	11%	37%
Jr. High Assignment	29%	48%	4%	16%
Sr. High Assignment	28%	39%	6%	23%
Elementary Administrator	24%	35%	6%	29%
Jr. High Administrator	33%	33%	33%	-
Sr. High Administrator	-	100%	-	-
Central Office Administrator	25%	30%	20%	20%
Other	23%	42%	-	31%
Male	30%	43%	7%	17%
Female	23%	31%	9%	34%
Administrative Staff	24%	34%	15%	22%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

20. In my opinion, students would experience less failure under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	18%	24%	26%	30%
Elementary Assignment	18%	22%	29%	29%
Jr. High Assignment	16%	29%	26%	29%
Sr. High Assignment	24%	21%	19%	35%
Elementary Administrator	18%	47%	18%	12%
Jr. High Administrator	-	-	67%	33%
Sr. High Administrator	-	100%	-	-
Central Office Administrator	5%	25%	40%	30%
Other	8%	35%	19%	35%
Male	22%	29%	21%	27%
Female	16%	23%	29%	31%
Administrative Staff	10%	34%	32%	22%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

21. In my opinion, the C.O.T. (Work-Study) Program would work out better for students under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	18%	24%	11%	44%
Elementary Assignment	16%	23%	11%	47%
Jr. High Assignment	19%	24%	7%	49%
Sr. High Assignment	28%	21%	17%	33%
Elementary Administrator	6%	29%	18%	41%
Jr. High Administrator	-	67%	33%	-
Sr. High Administrator	-	100%	-	-
Central Office Administrator	25%	15%	30%	30%
Other	23%	42%	12%	19%
Male	22%	26%	13%	37%
Female	16%	24%	11%	47%
Administrative Staff	15%	27%	24%	32%

200

Ann Arbor Public Schools - Analytical Tables for Professional Staff

22. In my opinion, course offerings could be offered at varying levels of depth and difficulty for the bright and average students more effectively under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	19%	34%	21%	25%
Elementary Assignment	18%	27%	26%	28%
Jr. High Assignment	21%	42%	16%	21%
Sr. High Assignment	24%	40%	14%	21%
Elementary Administrator	18%	41%	6%	29%
Jr. High Administrator	-	33%	67%	-
Sr. High Administrator	-	100%	-	-
Central Office Administrator	5%	60%	20%	15%
Other	12%	50%	15%	19%
Male	21%	42%	20%	17%
Female	18%	31%	22%	28%
Administrative Staff	10%	51%	17%	20%

23. In my opinion, the calendar that would better meet the needs of students with learning problems would be:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	22%	30%	25%	22%
Elementary Assignment	25%	22%	28%	24%
Jr. High Assignment	18%	37%	26%	19%
Sr. High Assignment	21%	39%	16%	24%
Elementary Administrator	18%	59%	12%	6%
Jr. High Administrator	-	-	100%	-
Sr. High Administrator	-	100%	-	-
Central Office Administrator	5%	50%	35%	10%
Other	19%	27%	19%	27%
Male	19%	41%	22%	16%
Female	23%	25%	27%	25%
Administrative Staff	10%	51%	29%	7%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

24. In my opinion, the calendar that could provide more effectively for student independent study is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	15%	40%	25%	18%
Elementary Assignment	17%	34%	27%	20%
Jr. High Assignment	14%	43%	25%	18%
Sr. High Assignment	17%	47%	21%	14%
Elementary Administrator	6%	65%	18%	6%
Jr. High Administrator	-	67%	33%	-
Sr. High Administrator	-	100%	-	-
Central Office Administrator	5%	55%	30%	10%
Other	8%	50%	19%	15%
Male	17%	45%	22%	14%
Female	15%	38%	26%	19%
Administrative Staff	5%	61%	24%	7%

25. In my opinion, the calendar that makes better provision for recesses and vacations to improve student motivation is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	36%	36%	8%	18%
Elementary Assignment	39%	31%	9%	21%
Jr. High Assignment	31%	46%	8%	15%
Sr. High Assignment	34%	38%	6%	21%
Elementary Administrator	35%	53%	-	6%
Jr. High Administrator	67%	33%	-	-
Sr. High Administrator	-	100%	-	-
Central Office Administrator	10%	65%	5%	10%
Other	42%	31%	8%	8%
Male	36%	42%	6%	14%
Female	35%	35%	8%	20%
Administrative Staff	24%	59%	2%	7%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

26. In my opinion, transfer students moving into the school system would find it easier to work out a satisfactory schedule under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	49%	27%	8%	15%
Elementary Assignment	53%	23%	9%	15%
Jr. High Assignment	43%	39%	7%	11%
Sr. High Assignment	50%	22%	3%	24%
Elementary Administrator	35%	41%	18%	-
Jr. High Administrator	67%	33%	-	-
Sr. High Administrator	-	100%	-	-
Central Office Administrator	40%	30%	10%	20%
Other	50%	27%	8%	8%
Male	46%	32%	5%	16%
Female	51%	25%	9%	14%
Administrative Staff	39%	37%	12%	10%

305

27. In my opinion, the calendar which would provide the fewer number of scheduling difficulties for administrators and teachers is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	70%	8%	3%	18%
Elementary Assignment	73%	5%	2%	18%
Jr. High Assignment	68%	13%	3%	16%
Sr. High Assignment	66%	9%	2%	21%
Elementary Administrator	65%	6%	12%	12%
Jr. High Administrator	100%	-	-	-
Sr. High Administrator	-	100%	-	-
Central Office Administrator	50%	15%	5%	25%
Other	69%	8%	-	15%
Male	66%	10%	3%	20%
Female	72%	7%	3%	17%
Administrative Staff	59%	12%	7%	17%

28. In my opinion, the calendar which creates a greater need for installing air conditioning in school buildings is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	2%	91%	3%	3%
Elementary Assignment	2%	91%	3%	2%
Jr. High Assignment	4%	90%	4%	2%
Sr. High Assignment	1%	86%	5%	7%
Elementary Administrator	0%	88%	6%	0%
Jr. High Administrator	0%	100%	0%	0%
Sr. High Administrator	0%	100%	0%	0%
Central Office Administrator	0%	100%	0%	0%
Other	0%	100%	0%	0%
Male	3%	88%	4%	4%
Female	2%	92%	3%	2%
Administrative Staff	-	95%	2%	-

29. In my opinion, the calendar which makes it possible for students to make wiser curriculum choices is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	18%	27%	25%	28%
Elementary Assignment	16%	24%	24%	34%
Jr. High Assignment	19%	34%	26%	21%
Sr. High Assignment	27%	28%	19%	23%
Elementary Administrator	18%	35%	18%	24%
Jr. High Administrator	0%	0%	100%	0%
Sr. High Administrator	0%	100%	0%	0%
Central Office Administrator	10%	25%	45%	20%
Other	19%	35%	35%	8%
Male	21%	34%	25%	18%
Female	17%	25%	25%	32%
Administrative Staff	12%	29%	37%	20%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

30. In my opinion, community recreation programs such as sports, drama, and music would function better under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	48%	13%	17%	19%
Elementary Assignment	48%	13%	18%	19%
Jr. High Assignment	47%	14%	20%	18%
Sr. High Assignment	49%	13%	14%	22%
Elementary Administrator	35%	18%	12%	29%
Jr. High Administrator	100%	0%	0%	0%
Sr. High Administrator	100%	0%	0%	0%
Central Office Administrator	55%	10%	20%	15%
Other	62%	12%	12%	15%
Male	49%	15%	17%	17%
Female	48%	13%	17%	21%
Administrative Staff	51%	12%	15%	20%

209

31. In my opinion, students transferring out of the school system would probably find it easier to fit into another school system under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	76%	4%	7%	11%
Elementary Assignment	77%	4%	8%	10%
Jr. High Assignment	74%	4%	7%	14%
Sr. High Assignment	77%	3%	6%	12%
Elementary Administrator	82%	0%	12%	0%
Jr. High Administrator	67%	33%	0%	0%
Sr. High Administrator	0%	100%	0%	0%
Central Office Administrator	65%	5%	20%	10%
Other	88%	0%	0%	8%
Male	72%	5%	9%	12%
Female	79%	3%	7%	11%
Administrative Staff	71%	7%	15%	5%

32. In my opinion, students who have been ill for several weeks would find it easier to make up school work if the school were operating under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	27%	42%	15%	14%
Elementary Assignment	24%	41%	17%	17%
Jr. High Assignment	34%	42%	11%	12%
Sr. High Assignment	39%	35%	10%	15%
Elementary Administrator	12%	65%	12%	6%
Jr. High Administrator	33%	33%	33%	0%
Sr. High Administrator	100%	0%	0%	0%
Central Office Administrator	15%	65%	15%	5%
Other	19%	58%	12%	8%
Male	30%	43%	14%	11%
Female	26%	42%	15%	16%
Administrative Staff	17%	61%	15%	5%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

33. In my opinion, the calendar that opens up greater opportunities for using the summer months to make environmental education (conservation) more effective is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	21%	57%	8%	13%
Elementary Assignment	22%	55%	8%	13%
Jr. High Assignment	22%	58%	7%	11%
Sr. High Assignment	16%	59%	7%	16%
Elementary Administrator	12%	71%	6%	12%
Jr. High Administrator	0%	67%	33%	0%
Sr. High Administrator	0%	100%	0%	0%
Central Office Administrator	20%	60%	0%	15%
Other	19%	62%	15%	0%
Male	22%	60%	6%	11%
Female	19%	57%	8%	14%
Administrative Staff	15%	66%	5%	12%

34. In my opinion, the calendar which provides the greater opportunity for students to work full-time during their vacation periods is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	57%	22%	8%	11%
Elementary Assignment	61%	19%	9%	11%
Jr. High Assignment	54%	24%	8%	13%
Sr. High Assignment	53%	33%	4%	7%
Elementary Administrator	41%	41%	6%	12%
Jr. High Administrator	67%	33%	0%	0%
Sr. High Administrator	0%	100%	0%	0%
Central Office Administrator	50%	20%	15%	15%
Other	58%	23%	4%	15%
Male	51%	30%	7%	12%
Female	60%	19%	9%	11%
Administrative Staff	46%	32%	10%	12%

35. In my opinion, sequential subject matter such as foreign languages or mathematics could be better taught under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	35%	16%	23%	24%
Elementary Assignment	35%	14%	25%	26%
Jr. High Assignment	36%	21%	20%	23%
Sr. High Assignment	43%	16%	12%	24%
Elementary Administrator	29%	18%	35%	18%
Jr. High Administrator	33%	0%	33%	33%
Sr. High Administrator	0%	0%	100%	0%
Central Office Administrator	15%	15%	35%	35%
Other	31%	19%	31%	15%
Male	34%	22%	20%	23%
Female	36%	14%	24%	25%
Administrative Staff	22%	15%	37%	27%

36. In my opinion, the calendar which makes it possible for the teachers to become better informed about a student's abilities and interests is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	46%	12%	27%	13%
Elementary Assignment	45%	10%	30%	15%
Jr. High Assignment	52%	15%	23%	10%
Sr. High Assignment	49%	13%	21%	13%
Elementary Administrator	35%	29%	24%	12%
Jr. High Administrator	67%	0%	33%	0%
Sr. High Administrator	0%	0%	100%	0%
Central Office Administrator	25%	15%	45%	15%
Other	35%	23%	27%	12%
Male	42%	19%	27%	11%
Female	47%	10%	28%	14%
Administrative Staff	32%	20%	37%	12%

215

Ann Arbor Public Schools - Analytical Tables for Professional Staff

37. In my opinion, students who are planning to attend college would have fewer difficulties under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	39%	12%	27%	20%
Elementary Assignment	38%	10%	27%	24%
Jr. High Assignment	38%	17%	29%	15%
Sr. High Assignment	40%	11%	24%	21%
Elementary Administrator	41%	18%	24%	18%
Jr. High Administrator	67%	0%	33%	0%
Sr. High Administrator	0%	0%	100%	0%
Central Office Administrator	35%	5%	50%	10%
Other	54%	19%	23%	0%
Male	39%	17%	28%	14%
Female	38%	10%	27%	23%
Administrative Staff	39%	10%	39%	12%

216

38. In my opinion, the calendar which makes it possible to provide a more effective interscholastic athletic program is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	59%	6%	12%	22%
Elementary Assignment	57%	5%	12%	24%
Jr. High Assignment	61%	8%	14%	17%
Sr. High Assignment	60%	7%	13%	20%
Elementary Administrator	53%	0%	6%	41%
Jr. High Administrator	100%	0%	0%	0%
Sr. High Administrator	0%	0%	100%	0%
Central Office Administrator	70%	0%	20%	10%
Other	81%	4%	0%	15%
Male	60%	9%	13%	17%
Female	59%	5%	12%	23%
Administrative Staff	63%	0%	15%	22%

39. In my opinion, the calendar which makes it possible to provide a more effective instrumental music, vocal music, dramatics, etc. program is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	41%	11%	24%	24%
Elementary Assignment	37%	11%	27%	24%
Jr. High Assignment	50%	12%	17%	20%
Sr. High Assignment	39%	10%	21%	28%
Elementary Administrator	41%	6%	18%	35%
Jr. High Administrator	67%	0%	33%	0%
Sr. High Administrator	0%	0%	100%	0%
Central Office Administrator	55%	5%	25%	15%
Other	46%	12%	19%	23%
Male	44%	14%	17%	24%
Female	39%	10%	26%	24%
Administrative Staff	49%	5%	24%	22%

40. In my opinion, the calendar which makes it possible to provide a more effective extra-curricular activities program (other than athletics) is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	35%	16%	26%	22%
Elementary Assignment	33%	15%	26%	24%
Jr. High Assignment	43%	16%	21%	20%
Sr. High Assignment	36%	19%	29%	16%
Elementary Administrator	29%	41%	12%	18%
Jr. High Administrator	67%	0%	33%	0%
Sr. High Administrator	0%	0%	100%	0%
Central Office Administrator	30%	10%	60%	0%
Other	38%	12%	27%	23%
Male	38%	21%	22%	18%
Female	34%	14%	28%	23%
Administrative Staff	32%	22%	39%	7%

219

Ann Arbor Public Schools - Analytical Tables for Professional Staff

41. In my opinion, the calendar which provides better for the evaluation of student work is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	31%	18%	34%	15%
Elementary Assignment	33%	15%	32%	17%
Jr. High Assignment	30%	24%	33%	13%
Sr. High Assignment	31%	24%	33%	12%
Elementary Administrator	35%	24%	35%	6%
Jr. High Administrator	33%	0%	67%	0%
Sr. High Administrator	0%	100%	0%	0%
Central Office Administrator	15%	20%	65%	0%
Other	31%	19%	35%	12%
Male	29%	22%	37%	10%
Female	33%	17%	33%	17%
Administrative Staff	24%	22%	51%	2%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

42. In my opinion, the calendar which enables teachers to provide a more effective atmosphere for learning is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	32%	20%	32%	14%
Elementary Assignment	35%	14%	33%	15%
Jr. High Assignment	29%	28%	33%	10%
Sr. High Assignment	30%	27%	24%	18%
Elementary Administrator	35%	47%	18%	0%
Jr. High Administrator	33%	0%	67%	0%
Sr. High Administrator	0%	0%	100%	0%
Central Office Administrator	10%	30%	40%	20%
Other	31%	15%	42%	8%
Male	28%	30%	30%	11%
Female	34%	16%	33%	15%
Administrative Staff	22%	34%	34%	10%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

43. A period of two or more years should be devoted to planning for a smooth transition from the present calendar to a SPLIT-TRIMESTER CALENDAR if the latter is adopted.

Classification	Agree	Disagree	Need More Information
Total Population	66%	7%	25%
Elementary Assignment	68%	6%	25%
Jr. High Assignment	60%	13%	26%
Sr. High Assignment	61%	6%	34%
Elementary Administrator	82%	0%	18%
Jr. High Administrator	67%	0%	0%
Sr. High Administrator	100%	0%	0%
Central Office Administrator	90%	5%	5%
Other	77%	8%	15%
Male	64%	11%	25%
Female	67%	5%	26%
Administrative Staff	85%	2%	10%

222

Ann Arbor Public Schools - Analytical Tables for Professional Staff

44. Any decision to change from the present school calendar to a SPLIT-TRIMESTER CALENDAR should reflect the informed opinions of such groups as citizens, parents, educators, and students following an extensive public information program.

Classification	Agree	Disagree	Need More Information
Total Population	94%	1%	3%
Elementary Assignment	95%	1%	4%
Jr. High Assignment	95%	2%	2%
Sr. High Assignment	93%	3%	4%
Elementary Administrator	100%	0%	0%
Jr. High Administrator	100%	0%	0%
Sr. High Administrator	100%	0%	0%
Central Office Administrator	100%	0%	0%
Other	100%	0%	0%
Male	93%	3%	4%
Female	96%	1%	3%
Administrative Staff	100%	0%	0%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

45. A survey of community opinions of all major groups who are affected by a revised school calendar should precede a decision by the school board to adopt a new calendar.

Classification	Agree	Disagree	Need More Information
Total Population	91%	3%	5%
Elementary Assignment	90%	2%	6%
Jr. High Assignment	95%	3%	2%
Sr. High Assignment	86%	6%	7%
Elementary Administrator	100%	0%	0%
Jr. High Administrator	100%	0%	0%
Sr. High Administrator	100%	0%	0%
Central Office Administrator	95%	5%	0%
Other	96%	4%	0%
Male	87%	6%	6%
Female	93%	1%	4%
Administrative Staff	98%	2%	0%

224

46. An extensive in-service education program for all school employees should precede the introduction of a new school calendar that incorporates major changes such as found in the SPLIT-TRIMESTER CALENDAR.

Classification	Agree	Disagree	Need More Information
Total Population	83%	5%	10%
Elementary Assignment	85%	4%	10%
Jr. High Assignment	82%	5%	11%
Sr. High Assignment	75%	9%	16%
Elementary Administrator	94%	0%	6%
Jr. High Administrator	100%	0%	0%
Sr. High Administrator	100%	0%	0%
Central Office Administrator	100%	0%	0%
Other	96%	4%	0%
Male	81%	7%	11%
Female	85%	4%	10%
Administrative Staff	98%	0%	2%

47. The implementation of the SPLIT-TRIMESTER CALENDAR should not be attempted until all schools in Ann Arbor are air-conditioned.

Classification	Agree	Disagree	Need More Information
Total Population	77%	12%	10%
Elementary Assignment	80%	10%	10%
Jr. High Assignment	79%	13%	6%
Sr. High Assignment	71%	12%	17%
Elementary Administrator	59%	35%	6%
Jr. High Administrator	67%	0%	33%
Sr. High Administrator	0%	100%	0%
Central Office Administrator	60%	30%	10%
Other	69%	23%	8%
Male	68%	18%	14%
Female	81%	10%	9%
Administrative Staff	59%	32%	10%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

48. If the school board were to adopt the SPLIT-TRIMESTER CALENDAR, what would be your preference as regards the number of terms you would like to teach each year?

Classification	Teach 5 out of 6 terms	Teach all six terms	No preference as regards the number of terms I would teach
Total Population	66%	21%	6%
Elementary Assignment	71%	19%	5%
Jr. High Assignment	65%	26%	3%
Sr. High Assignment	58%	22%	8%
Elementary Administrator	71%	24%	0%
Jr. High Administrator	67%	0%	0%
Sr. High Administrator	100%	0%	0%
Central Office Administrator	30%	20%	15%
Other	62%	19%	12%
Male	45%	35%	8%
Female	75%	15%	5%
Administrative Staff	51%	20%	7%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

49. On the basis of present knowledge and after all known factors are taken into consideration, my own personal preference is for the Ann Arbor Public Schools to operate under:

Classification	Present School Calendar	Split-Trimester Calendar	No preference
Total Population	52%	29%	13%
Elementary Assignment	58%	25%	13%
Jr. High Assignment	45%	37%	15%
Sr. High Assignment	50%	35%	8%
Elementary Administrator	41%	53%	6%
Jr. High Administrator	100%	0%	0%
Sr. High Administrator	100%	0%	0%
Central Office Administrator	25%	30%	45%
Other	58%	27%	8%
Male	47%	40%	10%
Female	55%	26%	15%
Administrative Staff	39%	37%	24%

228

Ann Arbor Public Schools - Analytical Tables for Professional Staff

If the SPLIT-TRIMESTER CALENDAR had been in effect this school year, when would you have chosen to take your vacation if you could have selected from any one of the six terms?

Classification	Sept 5- Oct 24	Oct 27- Dec 19	Jan 2- Feb 20	Feb 23- April 13	April 17- June 6	June 11- July 31	Not Take Vacation
Total Population	7%	2%	11%	5%	5%	53%	10%
Elementary Assignment	6%	2%	12%	5%	5%	58%	6%
Jr. High Assignment	12%	2%	7%	4%	5%	51%	13%
Sr. High Assignment	6%	3%	15%	4%	3%	46%	16%
Elementary Administrator	6%	0%	18%	6%	6%	41%	12%
Jr. High Administrator	0%	0%	0%	0%	33%	67%	0%
Sr. High Administrator	0%	0%	100%	0%	0%	0%	0%
Central Office Administrator	5%	0%	5%	10%	0%	40%	30%
Other	4%	4%	8%	8%	4%	58%	12%
Male	8%	2%	9%	4%	5%	43%	18%
Female	6%	2%	12%	5%	5%	57%	7%
Administrative Staff	5%	0%	12%	7%	5%	41%	20%

Ann Arbor Public Schools - Analytical Tables for Professional Staff

51. Check the item which best describes your current assignment in the Ann Arbor Public Schools.

Classification	Percent	Total Population
Elementary Assignment	55%	441
Junior High Assignment	21%	168
Senior High Assignment	13%	107
Elementary Administrators	2%	17
Junior High Administrators	less than 1%	3
Senior High Administrators	less than 1%	1
Central Office Administrators	3%	20
Others	3%	26

230

52. What is your sex?

Classification	Male	Female	No Ans.	Total
Total Population	28%	69%	3%	795
Elementary Assignment	12%	87%	2%	441
Junior High Assignment	43%	54%	2%	168
Senior High Assignment	55%	45%	0%	107
Elementary Administrators	71%	29%	0%	17
Junior High Administrators	67%	33%	0%	3
Senior High Administrators	100%	0%	0%	1
Central Office Administrators	75%	25%	0%	20
Others	35%	65%	0%	26

APPENDIX B

Analytical Tables for Operational Staff Opinionaire

The percentages in the Analytical Tables for the Operational Staff Opinionaire may not equal 100% because the percent of respondents who did not answer certain questions is not included in the tables.

Ann Arbor Public Schools - Analytical Tables for Operational Staff

1. In my opinion, the school calendar that would be more helpful in attracting qualified employees in my line of work to the Ann Arbor School District is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	53%	17%	22%	8%
Transportation Employee	25%	61%	11%	3%
Food Service Employee	65%	10%	23%	2%
Secretarial and Clerical Employee	57%	7%	25%	10%
Building and Grounds Employee	54%	7%	29%	8%
Other	67%	17%	0%	17%
Male	43%	22%	22%	11%
Female	59%	12%	22%	7%

Ann Arbor Public Schools - Analytical Tables for Operational Staff

2. In my opinion, the school calendar that would satisfy me more as regards the number of hours that I would work during the year is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	47%	19%	23%	10%
Transportation Employee	22%	64%	11%	3%
Food Service Employee	63%	17%	21%	--
Secretarial and Clerical Employee	49%	9%	27%	15%
Building and Grounds Employee	49%	7%	32%	10%
Other	50%	33%	--	17%
Male	38%	25%	25%	12%
Female	53%	15%	23%	9%

234

Ann Arbor Public Schools - Analytical Tables for Operational Staff

3. In my opinion, the school calendar that would work out better for me as regards my annual vacation schedule is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	49%	14%	26%	10%
Transportation Employee	25%	44%	25%	6%
Food Service Employee	60%	10%	29%	--
Secretarial and Clerical Employee	53%	7%	26%	13%
Building and Grounds Employee	51%	5%	32%	10%
Other	67%	17%	--	17%
Male	41%	16%	28%	14%
Female	54%	11%	25%	8%

235

Ann Arbor Public Schools - Analytical Tables for Operational Staff

4. In my opinion, the number of employees in my job category needed by the Ann Arbor School System would be higher under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	15%	51%	14%	16%
Transportation Employee	8%	61%	19%	8%
Food Service Employee	29%	42%	15%	4%
Secretarial and Clerical Employee	4%	60%	13%	21%
Building and Grounds Employee	24%	41%	15%	17%
Other	33%	50%	--	17%
Male	15%	47%	16%	9%
Female	15%	53%	12%	15%

Ann Arbor Public Schools - Analytical Tables for Operational Staff

5. Two or more years of planning time should be authorized to help make a smooth transition from the present school calendar to a new one such as the SPLIT-TRIMESTER CALENDAR.

Classification	Agree	Disagree	Need More Information
Total Population	66%	13%	17%
Transportation Employee	47%	28%	19%
Food Service Employee	90%	2%	8%
Secretarial and Clerical Employee	69%	9%	21%
Building and Grounds Employee	64%	15%	15%
Other	50%	17%	33%
Male	58%	21%	16%
Female	71%	9%	18%

6. All school buildings should be air-conditioned if a new calendar such as the SPLIT-TRIMESTER CALENDAR were adopted which provides year-round school operation.

Classification	Agree	Disagree	Need More Information
Total Population	75%	13%	8%
Transportation Employee	64%	19%	14%
Food Service Employee	90%	8%	2%
Secretarial and Clerical Employee	88%	4%	8%
Building and Grounds Employee	63%	27%	7%
Other	33%	17%	50%
Male	62%	23%	11%
Female	83%	9%	7%

Ann Arbor Public Schools - Analytical Tables for Operational Staff

7. After taking all factors under consideration, the calendar that I would prefer to be employed under is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	52%	16%	21%	8%
Transportation Employee	31%	56%	11%	--
Food Service Employee	63%	10%	23%	2%
Secretarial and Clerical Employee	54%	9%	22%	14%
Building and Grounds Employee	56%	8%	25%	8%
Other	67%	17%	--	17%
Male	48%	22%	22%	5%
Female	55%	13%	20%	9%

238

Ann Arbor Public Schools - Analytical Tables for Operational Staff

8. My present assignment in the Ann Arbor Public School System would fall under the following work classification:

Classification	Percent	Total Population
Transportation	14%	36
Food Services	19%	48
Secretarial & Clerical	38%	96
Building & Grounds	23%	59
Others	2%	6

9. My sex is:

Classification	Male	Female	No. Ans.	Total
Total Population	32%	66%	2%	256
Transportation	64%	33%	3%	36
Food Services	2%	94%	4%	48
Secretarial & Clerical	-	100%	-	96
Building & Grounds	83%	17%	-	59
Other	67%	33%	-	6

APPENDIX C

Analytical Tables for Student Opinionaire

The percentages in the Analytical Tables for the Student Opinionaire may not equal 100% because the percent of respondents who did not answer certain questions is not included in the tables.

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

1. In my opinion, if I could choose between the present semester calendar calendar courses as opposed to the seven-week courses under the Split-Trimester Calendar, I prefer:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	60%	18%	4%	16%
Grade 9	66%	18%	5%	10%
Grade 10	62%	14%	5%	16%
Grade 11	59%	17%	4%	20%
Grade 12	51%	23%	3%	21%
Male	58%	20%	4%	17%
Female	65%	14%	4%	15%

2. In my opinion, the school calendar which provides greater flexibility is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	32%	46%	3%	18%
Grade 9	35%	43%	4%	18%
Grade 10	34%	45%	3%	17%
Grade 11	31%	47%	4%	16%
Grade 12	25%	55%	1%	18%
Male	32%	47%	2%	18%
Female	33%	45%	5%	17%

341

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

3. In my opinion, students who would prefer the scheduling of the school day to be more flexible would prefer:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	35%	36%	9%	18%
Grade 9	39%	31%	11%	19%
Grade 10	35%	34%	10%	19%
Grade 11	36%	38%	9%	14%
Grade 12	27%	48%	6%	18%
Male	35%	36%	10%	17%
Female	36%	36%	9%	19%

4. In my opinion, the calendar which my parents would prefer in terms of vacations for children in the family is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	71%	13%	6%	8%
Grade 9	73%	13%	6%	7%
Grade 10	75%	12%	4%	7%
Grade 11	74%	8%	6%	11%
Grade 12	64%	18%	10%	8%
Male	71%	14%	6%	9%
Female	74%	12%	6%	7%

242

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

5. My interests and needs, concerning variety in curriculum opportunities, would be met more effectively under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	47%	24%	11%	17%
Grade 9	48%	24%	11%	17%
Grade 10	50%	20%	11%	17%
Grade 11	50%	21%	12%	16%
Grade 12	42%	31%	9%	16%
Male	47%	25%	10%	17%
Female	50%	22%	12%	16%

6. In my opinion, secondary students who fail a course could make up the work with less difficulty to them under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	31%	45%	7%	15%
Grade 9	33%	44%	8%	13%
Grade 10	33%	44%	5%	15%
Grade 11	31%	46%	8%	13%
Grade 12	24%	51%	6%	17%
Male	29%	45%	7%	17%
Female	33%	46%	7%	12%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

7. In my opinion, the frequency with which I change courses and teachers would work out best under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	45%	27%	10%	15%
Grade 9	48%	27%	10%	14%
Grade 10	50%	20%	11%	14%
Grade 11	44%	31%	7%	15%
Grade 12	37%	36%	10%	16%
Male	43%	29%	9%	17%
Female	49%	26%	11%	12%

8. In my opinion, I would experience less failure under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	43%	19%	22%	14%
Grade 9	49%	18%	20%	11%
Grade 10	44%	15%	25%	13%
Grade 11	41%	20%	20%	18%
Grade 12	34%	24%	23%	15%
Male	43%	19%	23%	14%
Female	45%	19%	21%	13%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

9. In my opinion, the C.O.T. (Work-Study) Programs would work out better for me under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	43%	15%	12%	27%
Grade 9	43%	17%	11%	28%
Grade 10	41%	16%	11%	28%
Grade 11	48%	10%	12%	28%
Grade 12	42%	12%	20%	23%
Male	41%	14%	12%	30%
Female	46%	15%	13%	24%

10. In my opinion, course offerings could be offered at varying levels of depth and difficulty for bright and average students more effectively under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	34%	32%	13%	19%
Grade 9	35%	37%	12%	15%
Grade 10	38%	28%	14%	18%
Grade 11	31%	28%	18%	21%
Grade 12	32%	34%	13%	20%
Male	34%	32%	14%	19%
Female	35%	32%	13%	18%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

11. In my opinion, the calendar that would better meet the needs of students with learning problems would be:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	39%	27%	13%	19%
Grade 9	38%	28%	16%	18%
Grade 10	43%	30%	10%	15%
Grade 11	39%	23%	14%	22%
Grade 12	36%	28%	13%	19%
Male	38%	27%	12%	21%
Female	41%	27%	15%	16%

12. In my opinion the calendar that could provide more affectively for student independent study is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	32%	33%	16%	15%
Grade 9	36%	32%	17%	15%
Grade 10	33%	33%	16%	15%
Grade 11	32%	31%	17%	16%
Grade 12	27%	40%	15%	14%
Male	35%	32%	15%	15%
Female	31%	35%	17%	15%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

13. In my opinion the calendar that makes better provision for recesses and vacations to improve student motivation is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	52%	29%	7%	9%
Grade 9	56%	28%	7%	8%
Grade 10	56%	27%	6%	8%
Grade 11	53%	29%	7%	9%
Grade 12	40%	38%	7%	12%
Male	51%	29%	8%	10%
Female	55%	31%	6%	8%

14. In my opinion transfer students moving into the school system would find it easier to work out a satisfactory schedule under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	61%	19%	7%	11%
Grade 9	54%	25%	8%	12%
Grade 10	69%	13%	7%	10%
Grade 11	68%	14%	7%	9%
Grade 12	55%	20%	9%	12%
Male	60%	18%	7%	13%
Female	63%	20%	8%	8%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

15. In my opinion the calendar which creates a greater need for installing air-conditioning in school buildings is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	13%	70%	7%	6%
Grade 9	14%	73%	6%	6%
Grade 10	13%	74%	5%	5%
Grade 11	13%	70%	9%	6%
Grade 12	15%	63%	9%	9%
Male	14%	69%	7%	7%
Female	14%	73%	7%	5%

16. In my opinion the calendar which makes it possible for me to make wiser curriculum choices is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	42%	20%	19%	17%
Grade 9	45%	25%	15%	14%
Grade 10	47%	13%	21%	17%
Grade 11	42%	16%	21%	19%
Grade 12	31%	27%	20%	18%
Male	42%	20%	18%	17%
Female	43%	20%	19%	16%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

17. In my opinion community recreation programs such as sports, drama, and music would function better under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	70%	8%	9%	10%
Grade 9	70%	10%	10%	8%
Grade 10	74%	8%	7%	8%
Grade 11	72%	3%	11%	12%
Grade 12	66%	11%	8%	11%
Male	72%	9%	8%	9%
Female	70%	8%	10%	10%

18. In my opinion students transferring out of the school system would probably find it easier to fit into another school system under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	73%	9%	6%	10%
Grade 9	68%	15%	6%	10%
Grade 10	77%	5%	7%	8%
Grade 11	78%	6%	5%	8%
Grade 12	71%	12%	6%	10%
Male	72%	9%	6%	11%
Female	76%	11%	5%	6%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

19. In my opinion students who have been ill for several weeks would find it easier to make up school work if the school were operating under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	31%	41%	11%	13%
Grade 9	30%	46%	12%	11%
Grade 10	34%	36%	13%	14%
Grade 11	28%	42%	12%	16%
Grade 12	35%	43%	8%	13%
Male	30%	40%	13%	14%
Female	34%	43%	10%	12%

20. In my opinion the calendar that opens up greater opportunities for using the summer months to make environmental education (conservation) more effective is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	36%	42%	6%	13%
Grade 9	34%	45%	6%	14%
Grade 10	38%	41%	7%	11%
Grade 11	40%	38%	8%	11%
Grade 12	35%	41%	6%	14%
Male	37%	43%	5%	12%
Female	37%	40%	8%	13%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

21. In my opinion the calendar which provides the greater opportunity for me to work full-time during my vacation periods is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	66%	14%	8%	9%
Grade 9	63%	17%	11%	8%
Grade 10	70%	10%	9%	8%
Grade 11	71%	10%	7%	9%
Grade 12	63%	20%	4%	10%
Male	67%	13%	7%	10%
Female	66%	15%	10%	7%

22. In my opinion sequential subject matter such as foreign languages or mathematics would be more effectively taught under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	50%	15%	19%	13%
Grade 9	50%	15%	23%	11%
Grade 10	51%	16%	19%	13%
Grade 11	52%	13%	16%	17%
Grade 12	50%	18%	17%	13%
Male	49%	16%	19%	14%
Female	54%	14%	20%	11%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

23. In my opinion the calendar which makes it possible for the teachers to become better informed about my abilities and interests is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	56%	12%	17%	12%
Grade 9	59%	15%	17%	8%
Grade 10	56%	14%	18%	11%
Grade 11	59%	8%	17%	13%
Grade 12	55%	12%	16%	14%
Male	57%	12%	18%	11%
Female	58%	13%	17%	12%

24. In my opinion students who are planning to attend college would have fewer enrollment difficulties under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	53%	11%	14%	19%
Grade 9	47%	16%	17%	20%
Grade 10	53%	8%	18%	20%
Grade 11	63%	7%	11%	17%
Grade 12	58%	14%	9%	17%
Male	55%	11%	12%	20%
Female	54%	12%	16%	18%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

25. In my opinion the calendar which makes it possible to provide a more effective interscholastic athletic program is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	65%	10%	11%	12%
Grade 9	64%	14%	13%	9%
Grade 10	72%	7%	9%	11%
Grade 11	65%	6%	11%	15%
Grade 12	62%	10%	10%	15%
Male	66%	10%	11%	12%
Female	67%	10%	12%	12%

26. In my opinion the calendar which makes it possible to provide a more effective instrumental music, vocal music, dramatics, etc. program is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	55%	11%	18%	14%
Grade 9	54%	9%	25%	12%
Grade 10	58%	12%	15%	14%
Grade 11	56%	6%	19%	18%
Grade 12	55%	17%	13%	12%
Male	53%	11%	19%	16%
Female	59%	10%	19%	11%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

27. In my opinion the calendar which makes it possible to provide a more effective extra curricular activities program (other than athletics) is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	52%	14%	16%	15%
Grade 9	51%	19%	14%	16%
Grade 10	57%	11%	16%	14%
Grade 11	57%	6%	19%	17%
Grade 12	48%	19%	16%	16%
Male	52%	15%	15%	16%
Female	56%	13%	16%	15%

28. In my opinion the calendar which provides better for the evaluation of my progress is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	50%	17%	14%	16%
Grade 9	52%	18%	16%	14%
Grade 10	54%	16%	13%	16%
Grade 11	54%	13%	14%	17%
Grade 12	40%	27%	16%	16%
Male	49%	18%	17%	15%
Female	53%	18%	13%	15%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

29. In my opinion the calendar which enables teachers to provide a more effective atmosphere for learning is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	48%	20%	15%	14%
Grade 9	53%	19%	16%	11%
Grade 10	52%	19%	14%	13%
Grade 11	48%	16%	19%	15%
Grade 12	39%	32%	12%	16%
Male	48%	21%	16%	14%
Female	50%	20%	16%	13%

30. A period of two or more years should be devoted to planning for a smooth transition from the present calendar to a SPLIT-TRIMESTER CALENDAR if the latter is adopted.

Classification	Agree	Disagree	Need More Information
Total Population	55%	15%	25%
Grade 9	57%	16%	26%
Grade 10	56%	18%	23%
Grade 11	63%	13%	22%
Grade 12	53%	14%	31%
Male	53%	15%	29%
Female	60%	17%	22%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

31. Any decision to change from the present school calendar to a SPLIT-TRIMESTER CALENDAR should reflect the informed opinions of such groups as citizens, parents, educators, and students following an extensive public information program.

Classification	Agree	Disagree	Need More Information
Total Population	76%	8%	12%
Grade 9	77%	8%	14%
Grade 10	75%	10%	12%
Grade 11	80%	6%	11%
Grade 12	83%	5%	12%
Male	74%	8%	15%
Female	83%	7%	9%

32. A survey of community opinions of all major groups who are affected by a revised school calendar should precede a decision by the school board to adopt a new calendar.

Classification	Agree	Disagree	Need More Information
Total Population	61%	14%	20%
Grade 9	58%	16%	25%
Grade 10	64%	18%	16%
Grade 11	67%	11%	19%
Grade 12	73%	8%	17%
Male	61%	14%	22%
Female	66%	14%	18%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

33. An extensive in-service education program for all school employees should precede the introduction of a new school calendar that incorporates major changes such as found in the SPLIT-TRIMESTER CALENDAR.

Classification	Agree	Disagree	Need More Information
Total Population	53%	12%	30%
Grade 9	49%	16%	35%
Grade 10	50%	15%	33%
Grade 11	59%	8%	29%
Grade 12	73%	5%	18%
Male	52%	13%	31%
Female	58%	10%	29%

34. The implementation of the SPLIT-TRIMESTER CALENDAR should not be attempted until all schools in the Ann Arbor School District are air-conditioned.

Classification	Agree	Disagree	Need More Information
Total Population	62%	19%	13%
Grade 9	68%	17%	14%
Grade 10	61%	25%	10%
Grade 11	64%	18%	12%
Grade 12	65%	20%	13%
Male	65%	17%	14%
Female	64%	22%	11%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

35. If the school board were to adopt the SPLIT TRIMESTER CALENDAR, what would be your preference as regards the number of terms you would like to attend each year?

Classification	Attend 5 out of 6 terms	Attend all 6 terms	No preference as regards the number of terms I would attend
Total Population	43%	24%	23%
Grade 9	46%	21%	28%
Grade 10	41%	30%	21%
Grade 11	46%	25%	22%
Grade 12	46%	25%	21%
Male	42%	26%	26%
Female	48%	24%	22%

36. On the basis of present knowledge and after all known factors are taken into consideration, my own personal preference is for the Ann Arbor Public School System to operate under:

Classification	Present School Calendar	Split-Trimester Calendar	No Preference
Total Population	62%	18%	12%
Grade 9	67%	18%	13%
Grade 10	69%	17%	10%
Grade 11	65%	16%	14%
Grade 12	54%	27%	13%
Male	62%	19%	13%
Female	67%	18%	11%

258

37. If the SPLIT-TRIMESTER CALENDAR had been in effect this school year, when would you have chosen to take your vacation if you could have selected from any one of the six terms?

Classification	Sept. 5- Oct. 24	Oct. 27- Dec. 19	Jan. 2- Feb. 20	Feb. 23- Apr. 13	Apr. 17- June 6	June 11- July 31
Total Population	3%	2%	5%	2%	6%	69%
Grade 9	5%	1%	7%	2%	5%	73%
Grade 10	3%	3%	3%	2%	6%	74%
Grade 11	2%	0%	6%	2%	5%	75%
Grade 12	2%	2%	6%	1%	9%	71%
Male	4%	2%	6%	2%	6%	70%
Female	2%	1%	5%	2%	5%	77%

Ann Arbor Public Schools - Analytical Tables for Students in Grades 9-12.

38. Check the item which best describes your grade level in the Ann Arbor Public Schools.

Classification	Percent	Total Population
Grade 9	32%	342
Grade 10	25%	261
Grade 11	20%	216
Grade 12	16%	173
No Answer	6%	65
Total	100%	1060

39. What is your sex?

Classification	Male	Female	No Answer	Total
Total Population	48%	45%	6%	1060
Grade 9	55%	44%	1%	342
Grade 10	50%	49%	1%	261
Grade 11	46%	53%	-	216
Grade 12	51%	47%	1%	173
No Grade	8%	9%	78%	65
No Sex	-	-	-	60

AN ADDENDUM FOR ATTACHMENT TO

THE ANN ARBOR SPLIT-TRIMESTER FEASIBILITY STUDY REPORT

July 31, 1970

INTRODUCTION

As indicated in Chapter II, the process of surveying community opinion concerning the Split-Trimester Plan was underway at the time that the June Report was submitted. That survey now has been completed, and a copy of the products and findings of the survey process constitute this Addendum.

The Addendum consists of three documents, namely: (1) a display copy of the informational insert which was mailed to all prospective respondents who constituted the registered voter survey random sample (the insert was attached to the brochure entitled "Ann Arbor Explores Feasibility of Split-Trimester Plan for Extended School Year"), (2) a display copy of the survey instrument which was mailed to prospective respondents, and (3) a report of survey findings.

It is felt that the general pattern of findings produced by the survey of the registered voter sample is consistent with the pattern of findings which is presented in Chapter III of the June Report. For a detailed presentation of the results of the registered voter survey, however, see the attached report of findings.

OFFICE OF THE
SUPERINTENDENT
•
1220 WELLS STREET
ANN ARBOR, MICHIGAN
48104
•
TELEPHONE 665-7711

ANN ARBOR PUBLIC SCHOOLS
W. SCOTT WESTERMAN, JR. • SUPERINTENDENT
ANN ARBOR • MICHIGAN

June 15, 1970

Dear School District Resident:

At the request of the Michigan Department of Education, the staff of the Ann Arbor Public Schools is studying the feasibility of an experimental year-round school program which some day may have major implications for education in our state.

We need your help in providing reactions to the split-trimester plan we have studied. The nature of this calendar plan is described in the attached materials.

Later this week you, and the other citizens who make up the community sample for this study, will receive an opinionaire on which your reactions to the experimental calendar may be expressed. Since the survey will make a contribution to education in Michigan, it is hoped that you will help us complete this investigation.

Sincerely,

W. Scott Westerman, Jr.

W. Scott Westerman, Jr.

COMMUNITY RESIDENTS INSERT
-Implications of the Split-Trimester Plan-

1. What is the status of the Split-Trimester plan?

   At this time it is purely a theoretical plan of instructional organization and school operation which the school system is assessing for possible educational and economic advantages.

2. If the Split-Trimester plan were adopted by the school system, would the five elementary schools, sixth junior high school, and third senior high school which were rejected in the June 8 election still be needed?

   Although the additions which are now needed to existing buildings are urgently needed under either plan, it appears that five new elementary schools and a sixth junior high school would not be needed under the Split-Trimester plan. A third senior high school would still be needed under the Split-Trimester plan, but its "need date" would be 1975 rather than 1973.

3. Would annual school operational costs be lower under the Split-Trimester plan than under the present two-semester plan?

   No, they would be roughly four per cent higher under the Split-Trimester plan, since school facilities would be in operation 1/6 longer each year and personnel salaries and utilities costs would be higher.

4. Approximately how much would it cost to convert the school system to the Split-Trimester plan?

   Roughly $250,000 added costs spread over two years would be required to convert the present K-12 curriculum. If the conversion included installation of central air-conditioning in all school buildings, an additional $8 million would be required--this is more than the estimated costs of the five elementary schools needed under the two-semester plan.

5. Wouldn't the savings resulting from not building and operating the six projected buildings under the Split-Trimester plan save the school district's taxpayers a large sum of money over the next 10 years?

   The savings would be chiefly in construction and bonded interest outlays, and much of this would be offset if

264

installation of central air-conditioning were required in converting to the plan. Concerning staff, most of those who would have been assigned to the six new buildings under the two-semester plan would be needed in the existing buildings under the Split-Trimester plan.

6. Does the vacation term under the Split-Trimester plan offer any advantages to families?

   There is a feeling that many parents might wish to take their family vacations at times other than June and July. This study hopes to learn whether enough parents would prefer fall, winter, or spring vacation periods to assure 5/6 attendance during June and July. The month of August, of course, would be a vacation period for all students.

7. Could courses be meaningfully taught during the 36-day time block provided by the Split-Trimester plan?

   Yes, assuming that the total K-12 curriculum were revised.

8. Can students make effective educational progress during June and July?

   Educational research studies suggest that they can.

9. Would the Split-Trimester plan necessitate changes in the Ann Arbor Recreation Program?

   Yes, recreational activities should be provided during school hours throughout the entire year for the benefit of children taking vacations at other times than the summer months--although older students might use these periods as employment opportunities.

10. Would the high school varsity athletic programs be able to function under the Split-Trimester plan?

    It is anticipated that athletes would be eligible for varsity sport participation even during their vacation terms if they were otherwise eligible. Also a probability exists that spring varsity sports would be extended through July if extended school year programs were widely adopted in Michigan.

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48104
•
TELEPHONE 665-7711

ANN ARBOR PUBLIC SCHOOLS
W. SCOTT WESTERMAN, JR. • SUPERINTENDENT
ANN ARBOR • MICHIGAN

June 29, 1970

Dear School District Resident:

YOUR HELP IS NEEDED

As indicated in my letter of June 15, we are studying the feasibility of a split-trimester experimental calendar plan at the request of the Michigan Department of Education.

An important question is, "How do Ann Arbor citizens feel about this experimental year-round calendar?" The attached opinionaire has been designed to secure answers to this question from a selected sample of Ann Arbor residents.

The opinionaire can be answered quickly. In most cases, you simply check the answer which most closely reflects your opinion concerning each item.

When you have completed the opinionaire, please insert it in the attached return envelope and mail it.

Thank you, in advance, for your cooperation in this important study.

Sincerely,

W. Scott Westerman, Jr.

W. Scott Westerman, Jr.

ANN ARBOR PUBLIC SCHOOLS
CITIZEN OPINIONAIRE

1. Are you the parent of one or more school age children who attended Ann Arbor Public Schools during the 1969-70 school year?

    1)____ Yes

    2)____ No

2. Are you the parent of one or more pre-school children?

    1)____ Yes

    2)____ No

3. Are you the parent of one or more children now attending a private or parochial elementary or high school?

    1)____ Yes

    2)____ No

4. If you are the parent of children who attend Ann Arbor Public Schools, please check the grade level they attended during the 1969-70 school year.

    1)____ Elementary school (Grades K-6)

    2)____ Junior high school (Grades 7-9)

    3)____ Senior high school (Grades 10-12)

5. Are you a property owner in the Ann Arbor Public School District?

    1)____ Yes

    2)____ No

6. What is your sex?

    1)____ Male

    2)____ Female

7. In my opinion the calendar which results in greater diversity of student ability and interest in the typical classroom is:

    1)____ The Present School Calendar

    2)____ The Split-Trimester Calendar

    3)____ Either Calendar (No difference between the calendars)

    4)____ I need more information to make a choice.

8. In my opinion the calendar which encourages individualized instructional methods to function more effectively is:

    1)____ The Present School Calendar

    2)____ The Split-Trimester Calendar

    3)____ Either Calendar (No difference between the calendars)

    4)____ I need more information to make a choice.

9. In my opinion the calendar which functions better to eliminate or reduce the amount of forgetting following vacation periods is:

    1)____ The Present School Calendar

    2)____ The Split-Trimester Calendar

    3)____ Either Calendar (No difference between the calendars)

    4)____ I need more information to make a choice.

10. In my opinion the calendar which makes it possible to use specialized classroom areas such as: labs, shops, typing rooms, etc. more efficiently and effectively is:

    1)____ The Present School Calendar

    2)____ The Split-Trimester Calendar

    3)____ Either Calendar (No difference between the calendars)

    4)____ I need more information to make a choice.

11. In my opinion there would be less teacher fatigue under:

    1)____ The Present School Calendar

    2)____ The Split-Trimester Calendar

    3)____ Either Calendar (No difference between the calendars)

    4)____ I need more information to make a choice.

12. In my opinion students have a broader choice of course offerings under:

    1)____ The Present School Calendar

    2)____ The Split-Trimester Calendar

    3)____ Either Calendar (No difference between the calendars)

    4)____ I need more information to make a choice.

13. In my opinion the calendar which provides the potential for a greater amount of stability in student group membership is:

    1)____ The Present School Calendar

    2)____ The Split-Trimester Calendar

    3)____ Either Calendar (No difference between the calendars)

    4)____ I need more information to make a choice.

14. In my opinion the need for counseling of students is greater under:

    1)____ The Present School Calendar

    2)____ The Split-Trimester Calendar

    3)____ Either Calendar (No difference between the calendars)

    4)____ I need more information to make a choice.

15. In my opinion student interests and needs as regards having access to a variety of curriculum opportunities would be met more effectively under:

    1)____ The Present School Calendar

    2)____ The Split-Trimester Calendar

    3)____ Either Calendar (No difference between the calendars)

    4)____ I need more information to make a choice.

16. In my opinion students who fail a course could make up the work with less difficulty to them under:

    1)____ The Present School Calendar

    2)____ The Split-Trimester Calendar

    3)____ Either Calendar (No difference between the calendars)

    4)____ I need more information to make a choice.

17. In my opinion the frequency with which students change courses and teachers would work out better under:

    1)____ The Present School Calendar

    2)____ The Split-Trimester Calendar

    3)____ Either Calendar (No difference between the calendars)

    4)____ I need more information to make a choice.

18. In my opinion the C.O.T. (Work-Study) Program would work out better for students under:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

19. In my opinion course offerings could be offered at varying levels of depth and difficulty for the bright and average students more effectively under:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

20. In my opinion the calendar that would better meet the needs of students with learning problems would be:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

21. In my opinion the calendar that could provide more effectively for student independent study is:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

22. In my opinion the calendar that makes better provision for recesses and vacations to improve student motivation is:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

23. In my opinion transfer students moving into the school system would find it easier to work out a satisfactory schedule under:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

24. In my opinion students transferring out of the school system would probably find it easier to fit into another school system under:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

25. In my opinion the calendar which would provide fewer difficulties for students studying during the summer months is:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

26. In my opinion the calendar which creates a greater need for installing air-conditioning in school buildings is:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

27. In my opinion the calendar which makes it possible for students to make wiser curriculum choices is:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

28. In my opinion community recreation programs such as sports, drama, and music would function better under:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

29. In my opinion students who have been ill for several weeks would find it easier to make up school work if the school were operating under:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

30. In my opinion the calendar which provides the greater opportunity for students to work full-time during their vacation periods is:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

31. In my opinion sequential subject matter such as foreign languages or mathematics could be better taught under:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

32. In my opinion students who are planning to attend college would have fewer difficulties under:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

33. In my opinion the calendar which makes it possible to provide a more effective interscholastic athletic program is:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

34. In my opinion the calendar which makes it possible to provide a more effective instrumental music, vocal music, dramatic, etc. program is:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

35. In my opinion the calendar which makes it possible to provide a more effective extra curricular activities program (other than athletics) is:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

36. Any decision to change from the present school calendar to a SPLIT-TRIMESTER CALENDAR should reflect the informed opinions of such groups as citizens, parents, educators, and students following an extensive public information program.

1)____ I agree with this statement.

2)____ I disagree with this statement.

3)____ I need more information to make a choice.

37. A survey of community opinions of all major groups who are affected by a revised school calendar should precede a decision by the school board to adopt a new calendar.

1)____ I agree with this statement.

2)____ I disagree with this statement.

3)____ I need more information to make a choice.

38. An advisory vote of citizens in the Ann Arbor Public School District should precede the introduction of a new school calendar that incorporates major changes such as found in the SPLIT-TRIMESTER CALENDAR.

1)____ I agree with this statement.

2)____ I disagree with this statement.

3)____ I need more information to make a choice.

39. The implementation of the SPLIT-TRIMESTER CALENDAR should not be attempted until all schools in Ann Arbor Public Schools are air-conditioned.

1)____ I agree with this statement.

2)____ I disagree with this statement.

3)____ I need more information to make a choice.

40. In my opinion instructional goals for students and teachers would become more immediately attainable under:

1)____ The Present School Calendar

2)____ The Split-Trimester Calendar

3)____ Either Calendar (No difference between the calendars)

4)____ I need more information to make a choice.

41. On the basis of present knowledge and after all known factors are taken into consideration, my own personal preference is for Ann Arbor Public Schools to operate under:

1)____ Present School Calendar

2)____ Split-Trimester Calendar

3)____ No preference

42. If the SPLIT-TRIMESTER CALENDAR had been in effect this school year, would you have selected the same vacation period for each of your children? (Answer the question only if you have one or more children in Ann Arbor Public Schools.)

1)____ Yes

2)____ No

43. If the SPLIT-TRIMESTER CALENDAR had been in effect this school year, indicate your 1st, 2nd, and 3rd choice of when you would have selected to take your family vacation. (Answer the question only if you have one or more children in Ann Arbor Public Schools.)

1)____ September 5 - October 24

2)____ October 27 - December 19

3)____ January 2 - February 20

4)____ February 23 - April 13

5)____ April 17 - June 6

6)____ June 11 - July 31

44. How would you feel about changing to the SPLIT-TRIMESTER CALENDAR if annual school operating costs were the same as under the present school calendar but a saving of 1/6 for construction of new school buildings could be achieved?

1)____ I would support the change to the Split-Trimester Calendar.

2)____ I would not support the change to the Split-Trimester Calendar because of the educational and social disadvantages which I associate with this plan.

3)____ I need more information to make a choice.

45. If further studies were to show that a change to the SPLIT-TRIMESTER CALENDAR would result in no appreciable savings for a period of 10 years or more, how would you feel about changing to this calendar from the present school calendar?

1)____ I would support the change to the Split-Trimester Calendar.

2)____ I would not support the change to the Split-Trimester Calendar.

3)____ I need more information to make a choice.

46. If the average homeowner (market value of house is $24,000) in the Ann Arbor Public School District could save about $20 annually on school taxes as a result of a change to the SPLIT-TRIMESTER CALENDAR, would you consider this saving important enough for you to support this plan?

1)____ Yes, I would support the Split-Trimester Calendar if savings of about $20 per year could be realized.

2)____ No, I would not support the Split-Trimester Calendar to save about $20 annually unless the plan met my expectations educationally and socially.

3)____ I need more information to make a choice.

AN OPINIONAIRE SURVEY OF CITIZEN OPINIONS ABOUT THE SPLIT-TRIMESTER SCHOOL CALENDAR IN THE ANN ARBOR PUBLIC SCHOOLS

Bureau of School Services The University of Michigan

July, 1970

TABLE OF CONTENTS

Page

Introduction 1

Part I - Description of the Ann Arbor Citizens Who Responded to the Ann Arbor Public Schools Citizen Opinionaire. 2

Part II - A Comparative Table Which Presents the Views of Citizens, Parents, Students, Professional Staff and Operational Staff Relative to Each Group's Preference for the Two School Calendars. 2

Part III - Comparison of Ann Arbor Citizens, Ann Arbor Public School Parents, Professional Staff, and Student Opinions as to the Relative Merits of Two School Calendars on Selected Issues 3

Part IV - A Summary of Citizen Opinions Concerning the Economic Factors Involved in the Split-Trimester Calendar. 17

Part V - Citizen Opinion Concerning an Advisory Vote in the Ann Arbor Public School District Before Adopting New School Calendar 18

Part VI - Opinions of Parents Regarding the Split-Trimester Calendar as Compared with the Present Calendar on Selected Issues 18

Appendix

Analytical Tables for Citizen Opinionaire 23

ANN ARBOR PUBLIC SCHOOLS

AN OPINIONAIRE SURVEY OF CITIZEN OPINIONS ABOUT THE SPLIT-TRIMESTER SCHOOL CALENDAR

Introduction

This report presents an analysis of an opinionaire which was administered to a randomly selected sample of citizens in the Ann Arbor Public School District.

The Survey Team wishes to emphasize two study limitations. First, the responses to opinionaire questions are expressions of opinion and may or may not actually exist in reality, although the results of the opinionaire may serve as guidelines for school leaders as they continue to explore the feasibility of an extended school year calendar. It is possible, also, that opinionaire results may identify areas in which the school board and/or administration will decide to conduct additional research at a later time.

Second, the citizen respondents may not be representative of the total community. Because the percentage of tabulated opinionaires is 31.4%, it is important that school leaders and citizens do not interpret the responses to the citizen opinionaires as being representative of the views of all citizens.

Within this report, the opinions of citizens about the Split-Trimester Calendar are compared with opinions of students, professional staff, and operational staff in Ann Arbor Public Schools. For the complete analysis of student, professional staff, and operational staff opinions about the Split-Trimester Calendar refer to The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report (Appendices: Report of Survey Findings by the U-M Bureau of School Services, Appendices A, B, C).

The remainder of this report contains the following six sections: Description of Citizen Sample; A Comparative Table of Citizen, Parent, Student, Professional Staff, and Operational Staff Preference for the Two School Calendars; Comparisons of Citizens, Parents, Students, and Professional Staff Opinions as to the Relative Merits of Two School Calendars on Selected Issues; A Summary of Citizen Opinions on Economic Factors of the Split-Trimester Calendar; Citizen Opinion on Advisory Vote about Adoption of New School Calendar; and Opinions of Parents Regarding the Split-Trimester Calendar as Compared with the Present Calendar.

Ray E. Kehoe, Associate Director
Bureau of School Services

Philip H. Schoo, Consultant
Bureau of School Services

278

PART I

DESCRIPTION OF THE ANN ARBOR CITIZENS WHO RESPONDED TO THE ANN ARBOR PUBLIC SCHOOLS CITIZEN OPINIONAIRE

The Citizen Opinionaire was mailed to a randomly selected sample of 1534 registered voters in the Ann Arbor Public School District. After they had received a brochure and insert describing the Split-Trimester School Calendar under study by the school system, the citizens were requested to complete the opinionaire. Four hundred eighty-one or 31.4% of the opinionaires were returned by Ann Arbor citizens. An item analysis was completed on each question in terms of the total population and thirteen subgroups (e.g., Parents of Ann Arbor Elementary School Children). The actual number and percentage of Ann Arbor citizens in the thirteen categories are found in Analytical Tables 1 through 6 (Appendix).

PART II

A COMPARATIVE TABLE WHICH PRESENTS THE VIEWS OF CITIZENS, PARENTS, STUDENTS, PROFESSIONAL STAFF AND OPERATIONAL STAFF RELATIVE TO EACH GROUP'S PREFERENCE FOR THE TWO SCHOOL CALENDARS

Table 1 presents the responses of citizens, public school parents, students, professional staff, and operational staff to the question: "After considering all known factors, did each group prefer the Present School Calendar, the Split-Trimester Calendar, or was either calendar equally acceptable?"

Table 1

On the basis of present knowledge and after all known factors are taken into consideration, which school calendar should Ann Arbor Public Schools operate under?

Classification	Present Calendar	Split-Tri. Calendar	No Preference	Number of Respondents
Total Ann Arbor Citizens	40%	42%	14%	481
Total Ann Arbor Parents	56%	29%	12%	222
Total Professional Staff	52%	29%	13%	795
Total Operational Staff	52%	16%	21%	256
Total Students	62%	18%	12%	1060

Data for professional staff, operational staff, and student responses in Table 1 may be found in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report), Table 3. Analytical Table 41 contains a complete breakdown of citizen opinion on this question.

More than one-half (50%) of all respondents except the total Ann Arbor citizen sample (40%) favor the Present School Calendar after considering all known factors.

PART III

COMPARISONS OF ANN ARBOR CITIZENS, ANN ARBOR PUBLIC SCHOOL PARENTS, PROFESSIONAL STAFF, AND STUDENT OPINIONS AS TO THE RELATIVE MERITS OF TWO SCHOOL CALENDARS ON SELECTED ISSUES

Twenty-two questions common to the citizen, professional staff, and student opinionaires are used in the comparison of the three groups. Tables 2 to 23, which follow, present the responses of citizens, professional staff, and students. The opinions of citizens, parents, professional staff, and students are presented in terms of the total number of respondents within each category.

The reader is referred to The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report) for the complete professional staff and student opinionaires and the corresponding analytical tables which contain the basic information used in Tables 2 to 23. Analytical tables for Ann Arbor citizens and public school parents begin on page 23 (Appendix) of this report.

The percentages in Tables 2 to 23 do not equal 100% because respondents who did not answer a particular question or who did not provide the correct demographic data about themselves are omitted from these tables.

Tabular Summaries Follow

A summary of the survey team's conclusions about the data in Tables 2 to 23 is presented immediately following Table 23. Tables 2 through 23 follow.

Table 2

Students who fail a course could make up the work with less difficulty to them under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	16%	57%	8%	16%	481
Total Ann Arbor Parents	22%	50%	9%	18%	222
Total Professional Staff	13%	56%	12%	18%	795
Total Students	31%	45%	7%	15%	1060

Analytical Table 16 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 4 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 3

The frequency with which students change courses and teachers would work out better under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	23%	33%	14%	26%	481
Total Ann Arbor Parents	30%	29%	13%	25%	222
Total Professional Staff	25%	34%	9%	29%	795
Total Students	45%	27%	10%	15%	1060

Analytical Table 17 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 5 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 4

The C.O.T. (Work-Study) Program would work out better for students under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	20%	38%	10%	28%	481
Total Ann Arbor Parents	25%	34%	9%	31%	222
Total Professional Staff	18%	24%	11%	44%	795
Total Students	43%	15%	12%	27%	1060

Analytical Table 18 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 7 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 5

Courses could be offered at varying levels of depth and difficulty for the bright and average students more effectively under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	17%	40%	20%	19%	481
Total Ann Arbor Parents	23%	33%	20%	22%	222
Total Professional Staff	19%	34%	21%	25%	795
Total Students	34%	32%	13%	19%	1060

Analytical Table 19 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 8 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 6

The Calendar that would better meet the needs of students with learning problems would be:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	17%	35%	20%	24%	481
Total Ann Arbor Parents	24%	25%	21%	27%	222
Total Professional Staff	22%	30%	25%	22%	795
Total Students	39%	27%	13%	19%	1060

Analytical Table 20 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 9 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 7

The Calendar that could provide more effectively for student independent study is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	17%	40%	25%	15%	481
Total Ann Arbor Parents	23%	32%	27%	16%	222
Total Professional Staff	15%	40%	25%	18%	795
Total Students	32%	33%	16%	15%	1060

Analytical Table 21 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 10 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 8

The Calendar that makes better provision for recesses and vacations to improve student motivation is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	34%	36%	13%	13%	481
Total Ann Arbor Parents	43%	31%	11%	13%	222
Total Professional Staff	36%	36%	8%	18%	795
Total Students	52%	29%	7%	9%	1060

Analytical Table 22 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 11 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 9

Transfer students moving into the school system would find it easier to work out a satisfactory schedule under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	40%	34%	10%	13%	481
Total Ann Arbor Parents	48%	32%	9%	10%	222
Total Professional Staff	49%	27%	8%	15%	795
Total Students	61%	19%	7%	11%	1060

Analytical Table 23 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 12 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 10

Students transferring out of the school system would probably find it easier to fit into another school system under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	67%	11%	7%	12%	481
Total Ann Arbor Parents	73%	9%	6%	11%	222
Total Professional Staff	76%	4%	7%	11%	795
Total Students	73%	9%	6%	10%	1060

Analytical Table 24 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 16 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 11

The Calendar which creates a greater need for installing air conditioning in school buildings is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	2%	80%	5%	7%	481
Total Ann Arbor Parents	2%	84%	4%	5%	222
Total Professional Staff	2%	91%	3%	3%	795
Total Students	13%	70%	7%	6%	1060

Analytical Table 26 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 13 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 12

The Calendar which makes it possible for students to make wiser curriculum choices is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	18%	31%	28%	19%	481
Total Ann Arbor Parents	22%	27%	28%	21%	222
Total Professional Staff	18%	27%	25%	28%	795
Total Students	42%	20%	19%	17%	1060

Analytical Table 27 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 14 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 13

Community recreation programs such as sports, drama, and music would function better under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	43%	18%	22%	14%	481
Total Ann Arbor Parents	55%	13%	18%	11%	222
Total Professional Staff	48%	13%	17%	19%	795
Total Students	70%	8%	9%	10%	1060

Analytical Table 28 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 15 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 14

Students who have been ill for several weeks would find it easier to make up school work if the schools were operating under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	23%	48%	15%	11%	481
Total Ann Arbor Parents	25%	45%	16%	12%	222
Total Professional Staff	27%	42%	15%	14%	795
Total Students	31%	41%	11%	13%	1060

Analytical Table 29 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 17 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 15

The Calendar which provides the greater opportunity for students to work full-time during their vacation period is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	48%	33%	8%	6%	481
Total Ann Arbor Parents	53%	31%	10%	4%	222
Total Professional Staff	57%	22%	8%	11%	795
Total Students	66%	14%	8%	9%	1060

Analytical Table 30 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 19 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 16

Sequential subject matter such as foreign languages or mathematics could be better taught under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	21%	26%	31%	17%	481
Total Ann Arbor Parents	27%	20%	34%	16%	222
Total Professional Staff	35%	16%	23%	24%	795
Total Students	50%	15%	19%	13%	1060

Analytical Table 31 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 20 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 17

Students who are planning to attend college would have fewer difficulties under:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	26%	22%	33%	15%	481
Total Ann Arbor Parents	36%	15%	33%	13%	222
Total Professional Staff	39%	12%	27%	20%	795
Total Students	53%	11%	14%	19%	1060

Analytical Table 32 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 22 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 18

The Calendar which makes it possible to provide a more effective interscholastic athletic program is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	54%	10%	15%	17%	481
Total Ann Arbor Parents	64%	9%	12%	13%	222
Total Professional Staff	59%	6%	12%	22%	795
Total Students	65%	10%	11%	12%	1060

Analytical Table 33 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 23 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 19

The Calendar which makes it possible to provide a more effective instrumental music, vocal music, dramatics, etc. program is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	33%	18%	29%	16%	481
Total Ann Arbor Parents	41%	12%	30%	14%	222
Total Professional Staff	41%	11%	24%	24%	795
Total Students	55%	11%	18%	14%	1060

Analytical Table 34 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 24 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 20

The Calendar which makes it possible to provide a more effective extra-curricular activities program (other than athletics) is:

Classification	Present Calendar	Split-Tri. Calendar	Either Calendar	Need More Information	Number of Respondents
Total Ann Arbor Citizens	31%	22%	27%	16%	481
Total Ann Arbor Parents	41%	14%	28%	15%	222
Total Professional Staff	35%	16%	26%	22%	795
Total Students	52%	14%	16%	15%	1060

Analytical Table 35 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 25 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 21

Any decision to change from the present school calendar to a Split-Trimester Calendar should reflect the informed opinions of such groups as citizens, parents, educators, and students following an extensive public information program.

Classification	Agree	Disagree	Need More Information	Number of Respondents
Total Ann Arbor Citizens	89%	4%	4%	481
Total Ann Arbor Parents	91%	4%	4%	222
Total Professional Staff	94%	1%	3%	795
Total Students	76%	8%	12%	1060

Analytical Table 36 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 28 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

290

Table 22

A survey of community opinions of all major groups who are affected by a revised school calendar should precede a decision by the school board to adopt a new calendar.

Classification	Agree	Disagree	Need More Information	Number of Respondents
Total Ann Arbor Citizens	86%	6%	5%	481
Total Ann Arbor Parents	89%	6%	4%	222
Total Professional Staff	91%	3%	5%	795
Total Students	61%	14%	20%	1060

Analytical Table 37 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 29 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Table 23

The implementation of the Split-Trimester Calendar should not be attempted until all schools in Ann Arbor Public Schools are air conditioned.

Classification	Agree	Disagree	Need More Information	Number of Respondents
Total Ann Arbor Citizens	46%	35%	14%	481
Total Ann Arbor Parents	52%	30%	14%	222
Total Professional Staff	77%	12%	10%	795
Total Students	62%	19%	13%	1060

Analytical Table 39 contains the complete citizen and parent data for this table. The basic information for the professional staff and students is taken from Table 2 in The Ann Arbor Split-Trimester Extended School Year Plan (A Feasibility Study Report).

Summary of Data from Tables 2 through 23 Regarding Comparisons of Citizens, Parents, Professional Staff, and Students as to the Relative Merits of Two School Calendars on Selected Issues

Tables 2 through 23 present responses from each group which were common to the citizen, professional staff, and student opinionaires. The following compilation shows agreement and/or disagreement in preference for the school calendar options.

1. Responses from Citizens, Parents, Professional Staff, and Students Which Favored the Present Calendar Over the Split-Trimester Calendar.
    a. Transfer students moving into the school system would find it easier to work out a satisfactory schedule. (Table 9)
    b. Students transferring out of the school system would find it easier to fit into another school system. (Table 10)
    c. Community recreation programs such as sports, drama, and music would function better. (Table 13)
    d. Students would have a greater opportunity to obtain full-time work during their vacation periods. (Table 15)
    e. Students planning to attend college would have fewer enrollment difficulties. (Table 17)
    f. A more effective interscholastic athletic program would be possible. (Table 18)
    g. A more effective instrumental music, vocal music, dramatics, etc. program would be possible. (Table 19)
    h. A more effective extra-curricular activities program (other than athletics) would be possible. (Table 20)
2. Responses from Citizens, Parents, Professional Staff, and Students Which Favored the Split-Trimester Calendar Over the Present Calendar.
    a. Enables students who fail a course to make up the work with less difficulty. (Table 4)
    b. Creates the greater need for installing air conditioning in school buildings. (Table 11)
    c. Enables students who have been ill for several weeks to make up school work more easily. (Table 14)
3. Responses Which Showed Students Preferring the Present Calendar and Citizens, Parents, and Professional Staff Selecting the Split-Trimester Calendar.
    a. The frequency with which students change courses and teachers would work out better. (Table 3)
    b. The C.O.T. (Work-Study) Program would work out better for students. (Table 4)

c. Offerings could be taught at varying levels of depth and difficulty for the bright and average students more effectively. (Table 5)

d. Makes it possible for students to make wiser curriculum choices. (Table 12)

4. Response Which Showed Students Preferring the Present Calendar; Parents to be Almost Evenly Divided; and Citizens and Professional Staff Selecting the Split-Trimester Calendar.

   The needs of students with learning problems would be better met. (Table 6)

5. Response Which Showed Students Almost Evenly Divided and Which Showed Citizens, Parents, and Professional Staff to Prefer the Split-Trimester Calendar.

   Provides more effectively for student independent study. (Table 7)

6. Response Which Showed Citizens and Professional Staff Almost Evenly Divided and Parents and Students to Prefer the Present Calendar.

   Makes better provision for recesses and vacations to improve student motivation. (Table 8)

7. Response Which Showed Students, Parents, and Professional Staff to Prefer the Present Calendar and Citizens to Prefer the Split-Trimester Calendar.

   Sequential subject matter such as foreign language or mathematics could be better taught. (Table 16)

8. Proposed Steps Needed Before Implementation of the Split-Trimester Calendar According to Most of the Citizens, Parents, Professional Staff, and Students.

   a. Any decision to change should reflect the informed opinions of such groups as citizens, parents, educators, and students following an extensive public information program. (Table 21)

   b. A survey of community opinion of all major groups affected by a revised school calendar should precede the decision to adopt a new calendar. (Table 22)

9. Response to the Proposal that All Schools in Ann Arbor Be Air-Conditioned Before Implementing the Split-Trimester Calendar.

   A majority of parents, professional staff, and students supported this proposal. Forty-six percent of all citizen respondents agreed that school buildings should be air-conditioned and 35% disagreed with the statement. (Table 23)

PART IV

A SUMMARY OF CITIZEN OPINIONS CONCERNING THE ECONOMIC FACTORS INVOLVED IN THE SPLIT-TRIMESTER CALENDAR

Citizens responded to four items which dealt with potential economic implications for Ann Arbor Public Schools if the proposed Split-Trimester Calendar were implemented. These items follow:

> The implementation of the Split-Trimester Calendar should not be attempted until all schools in Ann Arbor Public Schools are air-conditioned.
>
> How would you feel about changing to the Split-Trimester Calendar if school operating costs were the same as under the present school calendar but a saving of 1/6 for construction of new school buildings could be achieved?
>
> If further studies were to show that a change to the Split-Trimester Calendar would result in no appreciable savings for a period of 10 years or more, how would you feel about changing to this calendar from the present school calendar?
>
> If the average homeowner (market value of house is $24,000) in the Ann Arbor Public School District could save about $20 annually on school taxes as a result of a change to the Split-Trimester Calendar, would you consider this saving important enough for you to support this plan?

1. Citizen Opinion About the Need to Air Condition School Buildings Before Implementing Split-Trimester Calendar.

   A majority (over 50%) of the parents of pre-school children, elementary school children, and junior high school children agreed with the statement that school buildings should be air-conditioned before adopting the Split-Trimester Calendar.

   Parents of parochial school children and men were the only two citizen subgroups which did not consider it necessary to air condition school buildings before implementation of the Split-Trimester Calendar.

   Forty-five percent of the property owners, 50% of the non-property owners, 50% of the women, 44% of the senior high school parents, and 46% of the total citizen population supported the need to air condition school buildings before implementing the Split-Trimester Calendar. (See Analytical Table 39 for complete data on this item.)

2. Citizen Opinion About Saving 1/6 for Construction of New School Buildings Under the Split-Trimester Calendar if Annual School Operating Costs Were the Same.

   Less than a plurality of parents of Ann Arbor Public School children supported the Split-Trimester Calendar if a saving of 1/6 for construction of new school buildings would result.

   Forty-seven percent of the total citizen population and 57% of the citizens who did not have children in the Ann Arbor Public Schools supported the Split-Trimester Calendar if a 1/6 savings for construction would result.

294

Nearly 25% of the citizens needed more information on this issue. (See Analytical Table 44 for complete data on this item.)

3. Citizen Opinion About Changing to the Split-Trimester Calendar if No Appreciable Savings Would Result for a Period of 10 Years or More.

   Ann Arbor citizens who were not property owners (47%) or parents of school children (45%) supported the Split-Trimester Calendar even if no appreciable savings would result for a period of ten years or more. A plurality of all other citizen subgroups and the total population would not support the Split-Trimester Calendar under these circumstances.

   Approximately 20% of the citizens needed more information on this issue. (See Analytical Table 45 for complete data on this item.)

4. Citizen Opinion About Changing to the Split-Trimester Calendar if the Average Homeowner Could Save $20 Annually on School Taxes.

   A majority of all citizens except people with no school children (48%) would not support the change to the Split-Trimester Calendar if the average homeowner could save $20 annually on school taxes. (See Analytical Table 46 for complete data on this item.)

PART V

CITIZEN OPINION CONCERNING AN ADVISORY VOTE IN THE ANN ARBOR PUBLIC SCHOOL DISTRICT BEFORE ADOPTING NEW SCHOOL CALENDAR

A clear majority of the citizen respondents agreed with the following statement:

> "An advisory vote of citizens in the Ann Arbor Public School District should precede the introduction of a new school calendar that incorporates major changes such as found in the Split-Trimester Calendar." (See Analytical Table 38 for complete data on this issue.)

PART VI

OPINIONS OF PARENTS REGARDING THE SPLIT-TRIMESTER CALENDAR AS COMPARED WITH THE PRESENT CALENDAR ON SELECTED ISSUES

Those who study carefully all the many tables in this report and the Analytical Tables in the Appendix will arrive at certain personal conclusions and generalizations relative to their significance and implications. The authors of this report have attempted to generalize to a limited extent some of their major impressions from this mass of information and to share them, in a brief and understandable form, with readers of this document. For that reason percentages and other statistics are omitted except where such figures are believed to be helpful in assisting readers to understand the significance of the survey team's report regarding a particular opinionaire response.

A word of caution is necessary about the conclusions and generalizations drawn from the responses of parents to the opinionaire items. On most questions, a sizeable percentage of the respondents selected the category - "Need More Information." If these parents had selected any one of the other answers, the results of this survey of opinions about the Split-Trimester Calendar could have been significantly altered.

Examination of the Analytical Tables reveals that on many of the questions in this section there is no substantial difference between Ann Arbor Public School parents' responses and the opinions of other citizen subgroups. However, this section is limited to an analysis of parent opinion only because on the selected issues parents would be most directly affected by the proposed changes in the present school calendar.

The 481 citizen respondents to the opinionaire on the experimental year-round calendar included 224 people who were parents of Ann Arbor Public School children. The parent sample contained 165 (74%) elementary school parents, 89 (40%) junior high school parents, and 80 (36%) senior high school parents.

1. Comparisons of the Effects of the Split-Trimester Calendar and Present Calendar on Instruction as Viewed by Parents.

   a. Which Calendar better facilitates the effective functioning of individualized instructional methods?

      A plurality of parents favored the Present Calendar. However, 25% of the parents selected the "Need More Information" category and another nearly 25% of the parents preferred the Split-Trimester Calendar.

   b. Which Calendar functions better to eliminate or reduce the amount of forgetting following vacation periods?

      A plurality (41%) of elementary school parents selected the Split-Trimester Calendar and a plurality (about 34%) of the junior and senior high parents preferred the Present Calendar. Nineteen percent of the parents stated that Either Calendar was satisfactory.

   c. Which Calendar provides better for the teaching of sequential subjects such as mathematics and foreign languages?

      A plurality of parents said Either Calendar would permit sequential subjects to be properly taught. Parents were almost evenly divided between the Present Calendar and Either Calendar categories on this question.

   d. Which Calendar better facilitates the attainment of teacher and student goals?

      Approximately 25% of the parents selected either the Present Calendar, Split-Trimester Calendar, Either Calendar, or Need More Information categories.

2. Effects of the Split-Trimester Calendar on Students as Compared With the Present Calendar

This section presents parent opinions about which calendar would enable the schools to deal more effectively with issues related to student welfare.

a. The Present Calendar was preferred by a majority of parents on the following:

Amount of stability in student group membership.

Students transferring out of the school system would find it easier to fit into another school.

Opportunity for students to work full-time during their vacation periods.

b. The Present Calendar was preferred by at least a plurality of parents on the following:

Greater diversity of student ability and interest in the typical classroom.

Provision for recesses and vacations to improve student motivation.

Transfer students into the school system would find it easier to work out a satisfactory schedule.

Students would experience fewer difficulties studying during the summer months.

Students planning to attend college would have fewer difficulties.

c. The Split-Trimester Calendar was selected by at least a plurality of parents on the following:

Students who had been ill for several weeks would find it easier to make up school work.

Students who fail a course could make it up with less difficulty.

d. The Present Calendar and Split-Trimester Calendar were preferred by an almost equal percentage of parents on the following: (At least 25% of the parents selected the "Need More Information" category on these questions.)

Students have a broader choice of course offerings.

The frequency with which students change courses and teachers would work out better.

The C.O.T. (Work-Study) Program would work out better.

e. The Present Calendar, Split-Trimester Calendar, Either Calendar, and Need More Information categories were selected by an almost equal percentage of parents on the following:

Course offerings could be offered at varying levels of depth and difficulty for the bright and average students.

Needs of students with learning problems would be better met.

Students would find it easier to make wise curriculum choices.

f. The need for counseling of students is greater under the following:

The Split-Trimester Calendar or Either Calendar according to a plurality of elementary school parents.

The Split-Trimester Calendar according to a plurality of junior high school parents.

Either Calendar according to a plurality of senior high school parents.

g. Student interests and needs related to having access to a variety of curriculum opportunities would be met more effectively under the following:

Split-Trimester Calendar according to a plurality of elementary school parents.

Present Calendar according to a plurality of junior high school parents.

Present Calendar or Split-Trimester Calendar according to an equal percentage of senior high school parents.

h. The Present Calendar, Split-Trimester Calendar, or Either Calendar could effectively provide for student independent study according to an almost equal percentage of parents.

3. Effect of the Split-Trimester Calendar on Extra-Curricular Activities or Related Programs as Compared with the Present Calendar

a. A majority of parents stated that both community recreation programs such as sports, drama, and music, and interscholastic athletic programs would function better under the Present Calendar.

b. A plurality of parents believed that it would be possible to offer more effective programs in the following areas under the Present Calendar: (In both cases more than 25% of the parents also believed that these programs would be equally effective under Either Calendar.)

Instrumental music, vocal music, dramatics, etc.

Extra-curricular activities at the schools other than athletics.

4. Effect of the Split-Trimester Calendar on School Buildings

a. A majority of elementary school parents and a plurality of junior and senior high school parents stated that the Split-Trimester Calendar would make it possible to use specialized classroom areas such as labs, shops, typing rooms, etc. more efficiently and effectively.

b. Eighty-five percent of the elementary and junior high school parents and 76% of the senior high school parents expressed the opinion that the Split-Trimester Calendar creates the greater need for installing air conditioning in school buildings.

5. Effect of Split-Trimester Calendar on Teachers.

A plurality of parents believed that teacher fatigue would be less under the Present Calendar. Twenty-two percent of the parents selected the "Need More Information" category on this question.

6. Effect of Split-Trimester Calendar on Vacations.

a. Seventy-three percent of the senior high chool parents, 83% of the junior high school parents, and 84% of the elementary school parents indicated that they would have selected the same vacation period for each of their children if the Split-Trimester Calendar had been in effect this school year.

b. The June 11 - July 31 vacation period was selected as the first choice for their family vacation by 61% of the elementary school parents, 63% of the junior high school parents, and 53% of the senior high school parents. The remaining five vacation periods under the Split-Trimester Calendar were not selected by more than 11% of the parents as their first choice for a family vacation.

c. The April 17 - June 6 vacation period was the second choice for their family vacation according to 26% of the elementary school parents, 20% of the junior high school parents, and 13% of the senior high school parents. Approximately 12% of each group also selected the September 5 - October 24 vacation period as their second choice.

d. The September 5 - October 24 vacation period was the third choice for family vacations according to 22% of the elementary school parents, 19% of the junior high school parents, and 16% of the senior high school parents. Approximately 13% of each group also selected the April 17 - June 6 vacation period as their third choice.

e. The October 27 - December 19, January 2 - February 20, and February 23 - April 13 vacation periods were selected by less than 10% of the parents as either their first, second, or third choice for a family vacation.

APPENDIX

Analytical Tables for Citizen Opinionaire

The percentages in the Analytical Tables for the Citizen Opinionaire may not equal 100% because the percent of respondents who did not answer certain questions is not included in the tables.

Ann Arbor Public Schools - Analytical Tables for Citizens

1. Are you the parent of one or more school age children who attended Ann Arbor Public Schools during the 1969-70 school year?

Classification	Yes	No	Number of Respondents
Total Population	46%	53%	481
Pre-School Parent	57%	42%	116
Not Pre-School Parent	43%	57%	360
Parochial School Parent	67%	33%	21
Not Parochial School Parent	45%	55%	454
Ann Arbor Elementary School Parent	99%	1%	165
Ann Arbor Jr. High School Parent	100%	-	89
Ann Arbor Sr. High School Parent	99%	1%	80
Total Ann Arbor Parents	100%	-	222
Not Ann Arbor School Parent	-	100%	256
Ann Arbor Property Owner	57%	43%	372
Not Ann Arbor Property Owner	11%	89%	103
Male	45%	55%	174
Female	47%	53%	295

301

Ann Arbor Public Schools - Analytical Tables for Citizens

2. Are you the parent of one or more pre-school children?

Classification	Yes	No
Total Population	24%	75%
Pre-School Parent	100%	-
Not Pre-School Parent	-	100%
Parochial School Parent	29%	71%
Not Parochial School Parent	24%	76%
Ann Arbor Elementary School Parent	39%	61%
Ann Arbor Jr. High School Parent	13%	84%
Ann Arbor Sr. High School Parent	9%	90%
Total Ann Arbor Parents	30%	69%
Not Ann Arbor School Parent	19%	80%
Ann Arbor Property Owner	26%	74%
Not Ann Arbor Property Owner	17%	82%
Male	20%	80%
Female	27%	72%

302

3. Are you the parent of one or more children now attending a private or parochial elementary or high school?

Classification	Yes	No
Total Population	4%	94%
Pre-School Parent	5%	95%
Not Pre-School Parent	4%	95%
Parochial School Parent	100%	-
Not Parochial School Parent	-	100%
Ann Arbor Elementary School Parent	5%	93%
Ann Arbor Jr. High School Parent	8%	90%
Ann Arbor Sr. High School Parent	6%	93%
Total Ann Arbor Parents	6%	92%
Not Ann Arbor School Parent	3%	97%
Ann Arbor Property Owner	5%	94%
Not Ann Arbor Property Owner	1%	99%
Male	6%	94%
Female	4%	95%

4. If you are the parent of children who attend Ann Arbor Public Schools, please check the grade level they attended during the 1969-70 school year.

Classification	Total	Percent
Total Ann Arbor Parents	224	100%
Ann Arbor Elementary School Parent	165	74%
Ann Arbor Jr. High School Parent	89	40%
Ann Arbor Sr. High School Parent	80	36%

Ann Arbor Public Schools - Analytical Tables for Citizens

5. Are you a property owner in the Ann Arbor Public School District?

Classification	Yes	No
Total Population	77%	21%
Pre-School Parent	83%	16%
Not Pre-School Parent	76%	23%
Parochial School Parent	95%	5%
Not Parochial School Parent	77%	22%
Ann Arbor Elementary School Parent	94%	6%
Ann Arbor Jr. High School Parent	98%	2%
Ann Arbor Sr. High School Parent	98%	3%
Total Ann Arbor Parents	95%	5%
Not Ann Arbor School Parent	63%	36%
Ann Arbor Property Owner	100%	-
Not Ann Arbor Property Owner	-	100%
Male	78%	21%
Female	77%	22%

6. What is your sex?

Classification	Male	Female
Total Population	36%	61%
Pre-School Parent	30%	69%
Not Pre-School Parent	39%	59%
Parochial School Parent	48%	52%
Not Parochial School Parent	36%	62%
Ann Arbor Elementary School Parent	36%	62%
Ann Arbor Jr. High School Parent	40%	58%
Ann Arbor Sr. High School Parent	38%	59%
Total Ann Arbor Parents	36%	63%
Not Ann Arbor School Parent	37%	61%
Ann Arbor Property Owner	37%	61%
Not Ann Arbor Property Owner	36%	63%
Male	100%	-
Female	-	100%

Ann Arbor Public Schools - Analytical Tables for Citizens

7. In my opinion the calendar which results in greater diversity of student ability and interest in the typical classroom is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	26%	34%	14%	23%
Pre-School Parent	18%	44%	16%	19%
Not Pre-School Parent	28%	31%	14%	25%
Parochial School Parent	38%	24%	5%	29%
Not Parochial School Parent	25%	34%	15%	23%
Ann Arbor Elementary School Parent	36%	25%	16%	19%
Ann Arbor Jr. High School Parent	43%	17%	15%	22%
Ann Arbor Sr. High School Parent	44%	20%	13%	23%
Total Ann Arbor Parents	36%	24%	16%	21%
Not Ann Arbor School Parent	16%	42%	13%	26%
Ann Arbor Property Owner	29%	31%	14%	22%
Not Ann Arbor Property Owner	14%	44%	16%	27%
Male	28%	35%	17%	17%
Female	24%	33%	13%	27%

8. In my opinion the calendar which encourages individualized instructional methods to function more effectively is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	22%	37%	15%	25%
Pre-School Parent	15%	46%	16%	22%
Not Pre-School Parent	24%	34%	14%	25%
Parochial School Parent	33%	33%	5%	19%
Not Parochial School Parent	22%	37%	15%	24%
Ann Arbor Elementary School Parent	30%	28%	15%	25%
Ann Arbor Jr. High School Parent	38%	24%	12%	25%
Ann Arbor Sr. High School Parent	36%	24%	15%	25%
Total Ann Arbor Parents	30%	27%	16%	25%
Not Ann Arbor School Parent	15%	45%	14%	24%
Ann Arbor Property Owner	24%	33%	14%	26%
Not Ann Arbor Property Owner	13%	49%	17%	21%
Male	25%	40%	16%	17%
Female	20%	35%	14%	29%

9. In my opinion the calendar which functions better to eliminate or reduce the amount of forgetting following vacation periods is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	20%	42%	18%	16%
Pre-School Parent	14%	49%	22%	12%
Not Pre-School Parent	22%	41%	18%	17%
Parochial School Parent	19%	29%	24%	14%
Not Parochial School Parent	20%	43%	18%	16%
Ann Arbor Elementary School Parent	27%	41%	19%	12%
Ann Arbor Jr. High School Parent	35%	29%	22%	12%
Ann Arbor Sr. High School Parent	34%	26%	21%	18%
Total Ann Arbor Parents	28%	37%	19%	13%
Not Ann Arbor School Parent	13%	47%	18%	18%
Ann Arbor Property Owner	24%	42%	17%	14%
Not Ann Arbor Property Owner	8%	47%	22%	21%
Male	22%	46%	19%	10%
Female	19%	41%	18%	19%

309

10. In my opinion the calendar which makes it possible to use specialized classroom areas such as: labs, shops, typing rooms, etc. more efficiently and effectively is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	14%	61%	6%	16%
Pre-School Parent	10%	72%	3%	12%
Not Pre-School Parent	16%	58%	7%	18%
Parochial School Parent	19%	38%	-	33%
Not Parochial School Parent	14%	62%	6%	15%
Ann Arbor Elementary School Parent	18%	53%	7%	21%
Ann Arbor Jr. High School Parent	27%	42%	7%	24%
Ann Arbor Sr. High School Parent	19%	49%	10%	21%
Total Ann Arbor Parents	20%	52%	6%	21%
Not Ann Arbor School Parent	10%	69%	6%	13%
Ann Arbor Property Owner	18%	57%	6%	17%
Not Ann Arbor Property Owner	3%	75%	7%	15%
Male	17%	68%	5%	8%
Female	13%	58%	6%	22%

310

Ann Arbor Public Schools - Analytical Tables for Citizens

11. In my opinion there would be less teacher fatigue under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	35%	28%	13%	21%
Pre-School Parent	29%	32%	18%	20%
Not Pre-School Parent	37%	27%	12%	21%
Parochial School Parent	33%	24%	19%	19%
Not Parochial School Parent	35%	28%	13%	21%
Ann Arbor Elementary School Parent	38%	21%	18%	22%
Ann Arbor Jr. High School Parent	38%	17%	16%	28%
Ann Arbor Sr. High School Parent	44%	18%	13%	24%
Total Ann Arbor Parents	38%	21%	18%	22%
Not Ann Arbor School Parent	33%	34%	10%	20%
Ann Arbor Property Owner	36%	28%	15%	20%
Not Ann Arbor Property Owner	31%	29%	10%	27%
Male	39%	30%	14%	14%
Female	33%	27%	13%	25%

Ann Arbor Public Schools - Analytical Tables for Citizens

12. In my opinion students have a broader choice of course offerings under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	19%	44%	11%	24%
Pre-School Parent	15%	49%	11%	24%
Not Pre-School Parent	20%	42%	11%	24%
Parochial School Parent	29%	29%	14%	24%
Not Parochial School Parent	18%	44%	11%	24%
Ann Arbor Elementary School Parent	24%	37%	12%	26%
Ann Arbor Jr. High School Parent	33%	27%	13%	26%
Ann Arbor Sr. High School Parent	31%	29%	15%	24%
Total Ann Arbor Parents	26%	36%	12%	25%
Not Ann Arbor School Parent	13%	50%	11%	23%
Ann Arbor Property Owner	22%	39%	12%	23%
Not Ann Arbor Property Owner	7%	60%	7%	25%
Male	25%	47%	10%	16%
Female	16%	42%	12%	28%

13. In my opinion the calendar which provides the potential for a greater amount of stability in student group membership is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	51%	19%	9%	17%
Pre-School Parent	50%	17%	16%	13%
Not Pre-School Parent	52%	20%	8%	18%
Parochial School Parent	48%	29%	5%	10%
Not Parochial School Parent	52%	19%	10%	17%
Ann Arbor Elementary School Parent	60%	13%	11%	13%
Ann Arbor Jr. High School Parent	63%	8%	15%	11%
Ann Arbor Sr. High School Parent	61%	10%	9%	18%
Total Ann Arbor Parents	61%	13%	9%	14%
Not Ann Arbor School Parent	43%	24%	9%	19%
Ann Arbor Property Owner	52%	19%	9%	16%
Not Ann Arbor Property Owner	49%	19%	12%	18%
Male	55%	24%	7%	11%
Female	49%	17%	11%	20%

14. In my opinion the need for counseling of students is greater under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	17%	32%	27%	21%
Pre-School Parent	9%	36%	29%	22%
Not Pre-School Parent	20%	31%	26%	20%
Parochial School Parent	19%	24%	24%	24%
Not Parochial School Parent	17%	32%	27%	21%
Ann Arbor Elementary School Parent	15%	31%	30%	22%
Ann Arbor Jr. High School Parent	19%	35%	28%	16%
Ann Arbor Sr. High School Parent	24%	23%	33%	18%
Total Ann Arbor Parents	18%	29%	31%	19%
Not Ann Arbor School Parent	16%	34%	23%	22%
Ann Arbor Property Owner	21%	29%	28%	18%
Not Ann Arbor Property Owner	5%	41%	21%	31%
Male	27%	32%	26%	12%
Female	11%	32%	28%	26%

Ann Arbor Public Schools - Analytical Tables for Citizens

15. In my opinion student interests and needs as regards having access to a variety of curriculum opportunities would be met more effectively under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	20%	47%	12%	19%
Pre-School Parent	16%	54%	10%	16%
Not Pre-School Parent	21%	45%	12%	20%
Parochial School Parent	29%	52%	5%	10%
Not Parochial School Parent	19%	46%	12%	20%
Ann Arbor Elementary School Parent	25%	37%	14%	22%
Ann Arbor Jr. High School Parent	36%	28%	15%	19%
Ann Arbor Sr. High School Parent	33%	34%	14%	19%
Total Ann Arbor Parents	27%	36%	13%	21%
Not Ann Arbor School Parent	13%	56%	11%	18%
Ann Arbor Property Owner	23%	42%	13%	20%
Not Ann Arbor Property Owner	9%	65%	8%	17%
Male	24%	48%	13%	13%
Female	18%	46%	11%	23%

Ann Arbor Public Schools - Analytical Tables for Citizens

16. In my opinion students who fail a course could make up the work with less difficulty to them under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	16%	57%	8%	16%
Pre-School Parent	9%	64%	9%	16%
Not Pre-School Parent	18%	55%	8%	16%
Parochial School Parent	19%	48%	-	29%
Not Parochial School Parent	16%	57%	9%	15%
Ann Arbor Elementary School Parent	21%	50%	10%	18%
Ann Arbor Jr. High School Parent	25%	38%	15%	20%
Ann Arbor Sr. High School Parent	28%	41%	9%	21%
Total Ann Arbor Parents	22%	50%	9%	18%
Not Ann Arbor School Parent	11%	63%	8%	15%
Ann Arbor Property Owner	19%	53%	10%	16%
Not Ann Arbor Property Owner	8%	71%	4%	17%
Male	20%	61%	6%	10%
Female	15%	54%	10%	20%

17. In my opinion the frequency with which students change courses and teachers would work out better under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	23%	33%	14%	26%
Pre-School Parent	26%	30%	16%	23%
Not Pre-School Parent	22%	35%	13%	26%
Parochial School Parent	24%	29%	14%	24%
Not Parochial School Parent	23%	34%	14%	25%
Ann Arbor Elementary School Parent	29%	30%	13%	23%
Ann Arbor Jr. High School Parent	34%	21%	12%	29%
Ann Arbor Sr. High School Parent	30%	24%	15%	28%
Total Ann Arbor Parents	30%	29%	13%	25%
Not Ann Arbor School Parent	17%	37%	15%	26%
Ann Arbor Property Owner	25%	31%	15%	25%
Not Ann Arbor Property Owner	16%	42%	10%	28%
Male	26%	40%	13%	18%
Female	21%	30%	14%	30%

Ann Arbor Public Schools - Analytical Tables for Citizens

18. In my opinion the C.O.T. (Work-Study) Program would work out better for students under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	20%	38%	10%	28%
Pre-School Parent	12%	39%	12%	36%
Not Pre-School Parent	23%	38%	9%	26%
Parochial School Parent	24%	43%	5%	29%
Not Parochial School Parent	20%	38%	10%	28%
Ann Arbor Elementary School Parent	21%	34%	10%	34%
Ann Arbor Jr. High School Parent	26%	30%	13%	30%
Ann Arbor Sr. High School Parent	31%	30%	13%	26%
Total Ann Arbor Parents	25%	34%	9%	31%
Not Ann Arbor School Parent	17%	42%	10%	26%
Ann Arbor Property Owner	22%	37%	10%	28%
Not Ann Arbor Property Owner	16%	43%	8%	30%
Male	25%	39%	8%	25%
Female	18%	39%	11%	30%

Ann Arbor Public Schools - Analytical Tables for Citizens

19. In my opinion course offerings could be offered at varying levels of depth and difficulty for the bright and average students more effectively under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	17%	40%	20%	19%
Pre-School Parent	14%	43%	21%	19%
Not Pre-School Parent	18%	40%	19%	19%
Parochial School Parent	14%	29%	24%	24%
Not Parochial School Parent	17%	41%	19%	19%
Ann Arbor Elementary School Parent	22%	35%	20%	22%
Ann Arbor Jr. High School Parent	28%	24%	28%	19%
Ann Arbor Sr. High School Parent	25%	26%	24%	23%
Total Ann Arbor Parents	23%	33%	20%	22%
Not Ann Arbor School Parent	12%	47%	19%	17%
Ann Arbor Property Owner	20%	36%	21%	20%
Not Ann Arbor Property Owner	8%	57%	14%	17%
Male	23%	47%	16%	11%
Female	14%	37%	21%	24%

Ann Arbor Public Schools - Analytical Tables for Citizens

20. In my opinion the calendar that would better meet the needs of students with learning problems would be:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	17%	35%	20%	24%
Pre-School Parent	15%	35%	25%	22%
Not Pre-School Parent	18%	35%	19%	24%
Parochial School Parent	14%	24%	14%	38%
Not Parochial School Parent	18%	35%	21%	23%
Ann Arbor Elementary School Parent	23%	24%	23%	27%
Ann Arbor Jr. High School Parent	29%	16%	24%	30%
Ann Arbor Sr. High School Parent	25%	21%	20%	30%
Total Ann Arbor Parents	24%	25%	21%	27%
Not Ann Arbor School Parent	12%	44%	19%	21%
Ann Arbor Property Owner	19%	33%	22%	23%
Not Ann Arbor Property Owner	12%	43%	16%	26%
Male	21%	40%	17%	19%
Female	16%	32%	21%	27%

Ann Arbor Public Schools - Analytical Tables for Citizens

21. In my opinion the calendar that could provide more effectively for student independent study is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	17%	40%	25%	15%
Pre-School Parent	13%	45%	27%	15%
Not Pre-School Parent	19%	38%	24%	15%
Parochial School Parent	24%	43%	10%	19%
Not Parochial School Parent	17%	39%	26%	15%
Ann Arbor Elementary School Parent	24%	32%	27%	16%
Ann Arbor Jr. High School Parent	28%	27%	27%	17%
Ann Arbor Sr. High School Parent	26%	20%	33%	19%
Total Ann Arbor Parents	23%	32%	27%	16%
Not Ann Arbor School Parent	12%	47%	23%	13%
Ann Arbor Property Owner	19%	37%	25%	15%
Not Ann Arbor Property Owner	9%	50%	23%	15%
Male	22%	45%	21%	9%
Female	15%	37%	27%	19%

321

22. In my opinion the calendar that makes better provision for recesses and vacations to improve student motivation is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	34%	36%	13%	13%
Pre-School Parent	24%	44%	20%	9%
Not Pre-School Parent	37%	34%	11%	14%
Parochial School Parent	33%	24%	14%	19%
Not Parochial School Parent	34%	37%	13%	13%
Ann Arbor Elementary School Parent	42%	31%	13%	12%
Ann Arbor Jr. High School Parent	51%	24%	10%	15%
Ann Arbor Sr. High School Parent	51%	24%	8%	14%
Total Ann Arbor Parents	43%	31%	11%	13%
Not Ann Arbor School Parent	27%	41%	15%	13%
Ann Arbor Property Owner	37%	34%	13%	13%
Not Ann Arbor Property Owner	24%	44%	15%	15%
Male	40%	36%	10%	10%
Female	31%	37%	15%	15%

Ann Arbor Public Schools - Analytical Tables for Citizens

23. In my opinion transfer students moving into the school system would find it easier to work out a satisfactory schedule under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	40%	34%	10%	13%
Pre-School Parent	35%	38%	17%	9%
Not Pre-School Parent	41%	34%	8%	14%
Parochial School Parent	52%	33%	5%	10%
Not Parochial School Parent	39%	35%	10%	13%
Ann Arbor Elementary School Parent	46%	33%	12%	9%
Ann Arbor Jr. High School Parent	53%	30%	8%	9%
Ann Arbor Sr. High School Parent	50%	26%	6%	16%
Total Ann Arbor Parents	48%	32%	9%	10%
Not Ann Arbor School Parent	34%	37%	10%	15%
Ann Arbor Property Owner	43%	32%	10%	13%
Not Ann Arbor Property Owner	32%	42%	10%	12%
Male	41%	37%	10%	9%
Female	41%	34%	9%	16%

24. In my opinion students transferring out of the school system would probably find it easier to fit into another school system under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	67%	11%	7%	12%
Pre-School Parent	67%	9%	10%	12%
Not Pre-School Parent	66%	12%	6%	12%
Parochial School Parent	71%	5%	10%	14%
Not Parochial School Parent	66%	11%	7%	12%
Ann Arbor Elementary School Parent	74%	8%	6%	11%
Ann Arbor Jr. High School Parent	72%	13%	6%	9%
Ann Arbor Sr. High School Parent	73%	8%	6%	13%
Total Ann Arbor Parents	73%	9%	6%	11%
Not Ann Arbor School Parent	62%	13%	8%	12%
Ann Arbor Property Owner	66%	11%	8%	13%
Not Ann Arbor Property Owner	68%	13%	5%	9%
Male	66%	15%	7%	9%
Female	67%	9%	7%	14%

25. In my opinion the calendar which would provide fewer difficulties for students studying during the summer months is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	36%	39%	8%	14%
Pre-School Parent	34%	44%	8%	12%
Not Pre-School Parent	36%	38%	8%	14%
Parochial School Parent	29%	38%	10%	19%
Not Parochial School Parent	36%	39%	8%	13%
Ann Arbor Elementary School Parent	45%	35%	5%	13%
Ann Arbor Jr. High School Parent	43%	33%	7%	16%
Ann Arbor Sr. High School Parent	50%	21%	13%	14%
Total Ann Arbor Parents	45%	32%	7%	14%
Not Ann Arbor School Parent	28%	46%	9%	13%
Ann Arbor Property Owner	40%	37%	7%	13%
Not Ann Arbor Property Owner	21%	47%	12%	16%
Male	36%	42%	7%	11%
Female	36%	37%	8%	15%

Ann Arbor Public Schools - Analytical Tables for Citizens

26. In my opinion the calendar which creates a greater need for installing air-conditioning in school buildings is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	2%	80%	5%	7%
Pre-School Parent	0%	88%	3%	4%
Not Pre-School Parent	3%	77%	5%	8%
Parochial School Parent	5%	57%	10%	10%
Not Parochial School Parent	2%	81%	4%	7%
Ann Arbor Elementary School Parent	2%	85%	4%	4%
Ann Arbor Jr. High School Parent	4%	85%	3%	4%
Ann Arbor Sr. High School Parent	4%	76%	6%	6%
Total Ann Arbor Parents	2%	84%	4%	5%
Not Ann Arbor School Parent	3%	76%	5%	9%
Ann Arbor Property Owner	3%	78%	5%	8%
Not Ann Arbor Property Owner	1%	84%	2%	6%
Male	3%	80%	6%	6%
Female	2%	79%	4%	8%

Ann Arbor Public Schools - Analytical Tables for Citizens

27. In my opinion the calendar which makes it possible for students to make wiser curriculum choices is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	18%	31%	28%	19%
Pre-School Parent	10%	37%	32%	19%
Not Pre-School Parent	20%	30%	27%	19%
Parochial School Parent	24%	19%	33%	14%
Not Parochial School Parent	17%	32%	28%	19%
Ann Arbor Elementary School Parent	20%	27%	30%	22%
Ann Arbor Jr. High School Parent	26%	21%	36%	16%
Ann Arbor Sr. High School Parent	24%	23%	29%	23%
Total Ann Arbor Parents	22%	27%	28%	21%
Not Ann Arbor School Parent	14%	34%	29%	18%
Ann Arbor Property Owner	19%	30%	28%	19%
Not Ann Arbor Property Owner	12%	36%	25%	21%
Male	20%	38%	28%	10%
Female	16%	27%	29%	25%

Ann Arbor Public Schools - Analytical Tables for Citizens

28. In my opinion community recreation programs such as sports, drama, and music would function better under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	43%	18%	22%	14%
Pre-School Parent	44%	18%	28%	9%
Not Pre-School Parent	43%	18%	20%	15%
Parochial School Parent	38%	19%	24%	10%
Not Parochial School Parent	44%	18%	22%	14%
Ann Arbor Elementary School Parent	55%	13%	21%	10%
Ann Arbor Jr. High School Parent	56%	10%	22%	9%
Ann Arbor Sr. High School Parent	58%	13%	14%	13%
Total Ann Arbor Parents	55%	13%	18%	11%
Not Ann Arbor School Parent	32%	23%	25%	16%
Ann Arbor Property Owner	48%	17%	20%	12%
Not Ann Arbor Property Owner	26%	23%	28%	18%
Male	43%	20%	22%	11%
Female	44%	18%	21%	15%

Ann Arbor Public Schools - Analytical Tables for Citizens

29. In my opinion students who have been ill for several weeks would find it easier to make up school work if the school were operating under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	23%	48%	15%	11%
Pre-School Parent	16%	59%	18%	7%
Not Pre-School Parent	25%	44%	14%	13%
Parochial School Parent	19%	57%	10%	14%
Not Parochial School Parent	23%	47%	15%	11%
Ann Arbor Elementary School Parent	24%	46%	18%	12%
Ann Arbor Jr. High School Parent	29%	35%	20%	16%
Ann Arbor Sr. High School Parent	31%	34%	20%	11%
Total Ann Arbor Parents	25%	45%	16%	12%
Not Ann Arbor School Parent	20%	50%	14%	11%
Ann Arbor Property Owner	23%	47%	16%	11%
Not Ann Arbor Property Owner	23%	49%	12%	13%
Male	29%	48%	13%	7%
Female	19%	48%	17%	14%

30. In my opinion the calendar which provides the greater opportunity for students to work full-time during their vacation periods is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	48%	33%	8%	6%
Pre-School Parent	41%	41%	9%	8%
Not Pre-School Parent	51%	31%	8%	6%
Parochial School Parent	48%	43%	5%	5%
Not Parochial School Parent	48%	33%	8%	6%
Ann Arbor Elementary School Parent	51%	32%	11%	4%
Ann Arbor Jr. High School Parent	56%	31%	10%	2%
Ann Arbor Sr. High School Parent	55%	26%	10%	4%
Total Ann Arbor Parents	53%	31%	10%	4%
Not Ann Arbor School Parent	45%	34%	7%	9%
Ann Arbor Property Owner	49%	32%	9%	6%
Not Ann Arbor Property Owner	45%	37%	6%	7%
Male	49%	36%	7%	5%
Female	48%	32%	9%	8%

Ann Arbor Public Schools - Analytical Tables for Citizens

31. In my opinion sequential subject matter such as foreign languages or mathematics could be better taught under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	21%	26%	31%	17%
Pre-School Parent	16%	25%	41%	16%
Not Pre-School Parent	23%	27%	28%	17%
Parochial School Parent	33%	14%	38%	14%
Not Parochial School Parent	21%	27%	31%	17%
Ann Arbor Elementary School Parent	25%	21%	35%	16%
Ann Arbor Jr. High School Parent	30%	12%	40%	17%
Ann Arbor Sr. High School Parent	31%	15%	35%	14%
Total Ann Arbor Parents	27%	20%	34%	16%
Not Ann Arbor School Parent	16%	32%	29%	18%
Ann Arbor Property Owner	23%	25%	32%	16%
Not Ann Arbor Property Owner	15%	32%	27%	21%
Male	22%	28%	36%	10%
Female	21%	25%	28%	22%

331

Ann Arbor Public Schools - Analytical Tables for Citizens

32. In my opinion students who are planning to attend college would have fewer difficulties under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	26%	22%	33%	15%
Pre-School Parent	20%	28%	38%	12%
Not Pre-School Parent	29%	20%	31%	15%
Parochial School Parent	29%	10%	43%	14%
Not Parochial School Parent	26%	22%	33%	14%
Ann Arbor Elementary School Parent	37%	16%	34%	10%
Ann Arbor Jr. High School Parent	42%	10%	36%	12%
Ann Arbor Sr. High School Parent	40%	10%	29%	16%
Total Ann Arbor Parents	36%	15%	33%	13%
Not Ann Arbor School Parent	19%	27%	32%	16%
Ann Arbor Property Owner	30%	22%	31%	14%
Not Ann Arbor Property Owner	16%	22%	39%	18%
Male	27%	24%	37%	7%
Female	26%	20%	30%	20%

33. In my opinion the calendar which makes it possible to provide a more effective interscholastic athletic program is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	54%	10%	15%	17%
Pre-School Parent	49%	12%	18%	19%
Not Pre-School Parent	56%	10%	14%	17%
Parochial School Parent	52%	0%	29%	10%
Not Parochial School Parent	54%	11%	15%	18%
Ann Arbor Elementary School Parent	62%	10%	12%	13%
Ann Arbor Jr. High School Parent	66%	11%	12%	10%
Ann Arbor Sr. High School Parent	66%	6%	14%	13%
Total Ann Arbor Parents	64%	9%	12%	13%
Not Ann Arbor School Parent	46%	12%	18%	21%
Ann Arbor Property Owner	56%	10%	15%	17%
Not Ann Arbor Property Owner	48%	13%	17%	18%
Male	61%	12%	12%	12%
Female	51%	9%	17%	21%

34. In my opinion the calendar which makes it possible to provide a more effective instrumental music, vocal music, dramatics, etc. program is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	33%	18%	29%	16%
Pre-School Parent	26%	16%	36%	18%
Not Pre-School Parent	35%	19%	27%	15%
Parochial School Parent	33%	10%	33%	14%
Not Parochial School Parent	33%	19%	29%	16%
Ann Arbor Elementary School Parent	36%	12%	35%	15%
Ann Arbor Jr. High School Parent	45%	11%	29%	12%
Ann Arbor Sr. High School Parent	43%	9%	29%	16%
Total Ann Arbor Parents	41%	12%	30%	14%
Not Ann Arbor School Parent	25%	24%	28%	18%
Ann Arbor Property Owner	36%	16%	28%	16%
Not Ann Arbor Property Owner	21%	24%	32%	17%
Male	34%	18%	28%	16%
Female	32%	18%	29%	17%

35. In my opinion the calendar which makes it possible to provide a more effective extra-curricular activities program (other than athletics) is:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	31%	22%	27%	16%
Pre-School Parent	23%	18%	40%	16%
Not Pre-School Parent	33%	23%	24%	16%
Parochial School Parent	29%	10%	29%	24%
Not Parochial School Parent	31%	22%	28%	15%
Ann Arbor Elementary School Parent	39%	12%	30%	16%
Ann Arbor Jr. High School Parent	48%	9%	30%	10%
Ann Arbor Sr. High School Parent	39%	15%	29%	14%
Total Ann Arbor Parents	41%	14%	28%	15%
Not Ann Arbor School Parent	22%	29%	27%	17%
Ann Arbor Property Owner	33%	20%	26%	16%
Not Ann Arbor Property Owner	23%	26%	30%	15%
Male	31%	24%	26%	14%
Female	31%	20%	28%	17%

36. Any decision to change from the present school calendar to a SPLIT-TRIMESTER CALENDAR should reflect the informed opinions of such groups as citizens, parents, educators, and students following an extensive public information program.

Classification	Agree	Disagree	Need More Information
Total Population	89%	4%	4%
Pre-School Parent	91%	3%	3%
Not Pre-School Parent	89%	4%	5%
Parochial School Parent	81%	10%	5%
Not Parochial School Parent	89%	4%	4%
Ann Arbor Elementary School Parent	93%	3%	2%
Ann Arbor Jr. High School Parent	94%	1%	4%
Ann Arbor Sr. High School Parent	86%	6%	6%
Total Ann Arbor Parents	91%	4%	4%
Not Ann Arbor School Parent	88%	4%	5%
Ann Arbor Property Owner	89%	4%	5%
Not Ann Arbor Property Owner	89%	3%	4%
Male	87%	5%	5%
Female	91%	3%	4%

37. A survey of community opinions of all major groups who are affected by a revised school calendar should precede a decision by the school board to adopt a new calendar.

Classification	Agree	Disagree	Need More Information
Total Population	86%	6%	5%
Pre-School Parent	83%	9%	7%
Not Pre-School Parent	87%	5%	4%
Parochial School Parent	90%	5%	5%
Not Parochial School Parent	86%	6%	5%
Ann Arbor Elementary School Parent	88%	6%	4%
Ann Arbor Jr. High School Parent	91%	4%	4%
Ann Arbor Sr. High School Parent	86%	8%	5%
Total Ann Arbor Parents	89%	6%	4%
Not Ann Arbor School Parent	84%	5%	6%
Ann Arbor Property Owner	85%	7%	5%
Not Ann Arbor Property Owner	88%	4%	4%
Male	84%	7%	7%
Female	88%	5%	4%

38. An advisory vote of citizens in the Ann Arbor Public School District should precede the introduction of a new school calendar that incorporates major changes such as found in the SPLIT-TRIMESTER CALENDAR.

Classification	Agree	Disagree	Need More Information
Total Population	68%	20%	9%
Pre-School Parent	65%	22%	10%
Not Pre-School Parent	69%	19%	9%
Parochial School Parent	67%	29%	5%
Not Parochial School Parent	68%	19%	9%
Ann Arbor Elementary School Parent	70%	19%	7%
Ann Arbor Jr. High School Parent	79%	15%	6%
Ann Arbor Sr. High School Parent	74%	15%	9%
Total Ann Arbor Parents	72%	18%	7%
Not Ann Arbor School Parent	64%	21%	11%
Ann Arbor Property Owner	69%	19%	9%
Not Ann Arbor Property Owner	63%	23%	12%
Male	60%	29%	9%
Female	73%	14%	10%

338

39. The implementation of the SPLIT-TRIMESTER CALENDAR should not be attempted until all schools in Ann Arbor Public Schools are air-conditioned.

Classification	Agree	Disagree	Need More Information
Total Population	46%	35%	14%
Pre-School Parent	51%	29%	16%
Not Pre-School Parent	44%	37%	14%
Parochial School Parent	29%	48%	19%
Not Parochial School Parent	47%	34%	14%
Ann Arbor Elementary School Parent	52%	30%	12%
Ann Arbor Jr. High School Parent	54%	26%	19%
Ann Arbor Sr. High School Parent	44%	36%	16%
Total Ann Arbor Parents	52%	30%	14%
Not Ann Arbor School Parent	41%	39%	15%
Ann Arbor Property Owner	45%	36%	14%
Not Ann Arbor Property Owner	50%	30%	16%
Male	40%	45%	10%
Female	50%	29%	17%

40. In my opinion instructional goals for students and teachers would become more immediately attainable under:

Classification	Present School Calendar	Split-Trimester Calendar	Either Calendar	Need More Information
Total Population	18%	30%	21%	26%
Pre-School Parent	14%	31%	28%	23%
Not Pre-School Parent	19%	29%	19%	26%
Parochial School Parent	14%	29%	14%	29%
Not Parochial School Parent	18%	30%	21%	25%
Ann Arbor Elementary School Parent	24%	21%	24%	24%
Ann Arbor Jr. High School Parent	24%	11%	26%	31%
Ann Arbor Sr. High School Parent	28%	20%	23%	23%
Total Ann Arbor Parents	24%	22%	23%	24%
Not Ann Arbor School Parent	13%	36%	19%	28%
Ann Arbor Property Owner	20%	27%	22%	24%
Not Ann Arbor Property Owner	10%	41%	17%	30%
Male	22%	33%	22%	18%
Female	16%	27%	20%	31%

Ann Arbor Public Schools - Analytical Tables for Citizens

41. On the basis of present knowledge and after all known factors are taken into consideration, my own personal preference is for Ann Arbor Public Schools to operate under:

Classification	Present School Calendar	Split-Trimester Calendar	No Preference
Total Population	40%	42%	14%
Pre-School Parent	34%	49%	12%
Not Pre-School Parent	41%	40%	14%
Parochial School Parent	52%	38%	10%
Not Parochial School Parent	39%	42%	14%
Ann Arbor Elementary School Parent	58%	30%	9%
Ann Arbor Jr. High School Parent	62%	20%	16%
Ann Arbor Sr. High School Parent	61%	23%	15%
Total Ann Arbor Parents	56%	29%	12%
Not Ann Arbor School Parent	25%	53%	15%
Ann Arbor Property Owner	45%	38%	12%
Not Ann Arbor Property Owner	20%	55%	18%
Male	36%	49%	11%
Female	42%	38%	15%

42. If the SPLIT-TRIMESTER CALENDAR had been in effect this school year, would you have selected the same vacation period for each of your children? (Answer the question only if you have one or more children in Ann Arbor Public Schools.)

Classification	Yes	No
Total Ann Arbor Parents	79%	7%
Ann Arbor Elementary School Parent	84%	6%
Ann Arbor Jr. High School Parent	83%	7%
Ann Arbor Sr. High School Parent	73%	8%

43. If the SPLIT-TRIMESTER CALENDAR had been in effect this school year, indicate your 1st, 2nd, and 3rd choice of when you would have selected to take your family vacation. (Answer the question only if you have one or more children in Ann Arbor Public Schools.)*

Classification	1st Choice	2nd Choice	3rd Choice
Sept. 5 - Oct. 24	9%	12%	19%
Oct. 27 - Dec. 19	1%	4%	7%
Jan. 2 - Feb. 20	7%	8%	7%
Feb. 23 - Apr. 13	3%	7%	8%
Apr. 17 - June 6	8%	22%	13%
June 11 - July 31	57%	9%	5%

*Vacation choices of total Ann Arbor parents.

Ann Arbor Public Schools - Analytical Tables for Citizens

43. If the SPLIT-TRIMESTER CALENDAR had been in effect this school year, indicate your 1st, 2nd, and 3rd choice of when you would have selected to take your family vacation. (Answer the question only if you have one or more children in Ann Arbor Public Schools.)*

Classification	1st Choice	2nd Choice	3rd Choice
Sept. 5 - Oct. 24	8%	12%	22%
Oct. 27 - Dec. 19	1%	4%	7%
Jan. 2 - Feb. 20	6%	9%	8%
Feb. 23 - Apr. 13	4%	6%	7%
Apr. 17 - June 6	8%	26%	13%
June 11 - July 31	61%	8%	7%

*Vacation choices of Ann Arbor Elementary School parents.

Ann Arbor Public Schools - Analytical Tables for Citizens

43. If the SPLIT-TRIMESTER CALENDAR had been in effect this school year, indicate your 1st, 2nd, and 3rd choice of when you would have selected to take your family vacation. (Answer the question only if you have one or more children in Ann Arbor Public Schools.)*

Classification	1st Choice	2nd Choice	3rd Choice
Sept. 5 - Oct. 24	11%	12%	19%
Oct. 27 - Dec. 19	0%	4%	9%
Jan. 2 - Feb. 20	8%	8%	7%
Feb. 23 - Apr. 13	3%	8%	8%
Apr. 17 - June 6	2%	20%	15%
June 11 - July 31	63%	9%	3%

*Vacation choices of total Ann Arbor Junior High School parents.

345

43. If the SPLIT-TRIMESTER CALENDAR had been in effect this school year, indicate your 1st, 2nd, and 3rd choice of when you would have selected to take your family vacation. (Answer the question only if you have one or more children in Ann Arbor Public Schools.)*

Classification	1st Choice	2nd Choice	3rd Choice
Sept. 5 - Oct. 24	8%	14%	16%
Oct. 27 - Dec. 19	1%	5%	10%
Jan. 2 - Feb. 20	5%	6%	6%
Feb. 23 - Apr. 13	3%	4%	6%
Apr. 17 - June 6	8%	13%	11%
June 11 - July 31	53%	11%	0%

*Vacation choices of total Ann Arbor Senior High School parents.

346

Ann Arbor Public Schools - Analytical Tables for Citizens

44. How would you feel about changing to the SPLIT-TRIMESTER CALENDAR if annual school operating costs were the same as under the present school calendar but a saving of 1/6 for construction of new school buildings could be achieved?

Classification	Support	Not Support	Need More Information
Total Population	47%	25%	23%
Pre-School Parent	53%	23%	20%
Not Pre-School Parent	45%	26%	24%
Parochial School Parent	33%	19%	43%
Not Parochial School Parent	47%	25%	22%
Ann Arbor Elementary School Parent	32%	38%	25%
Ann Arbor Jr. High School Parent	28%	40%	26%
Ann Arbor Sr. High School Parent	34%	39%	23%
Total Ann Arbor Parents	34%	35%	26%
Not Ann Arbor School Parent	57%	16%	21%
Ann Arbor Property Owner	45%	28%	22%
Not Ann Arbor Property Owner	55%	14%	25%
Male	52%	26%	17%
Female	43%	25%	27%

Ann Arbor Public Schools - Analytical Tables for Citizens

45. If further studies were to show that a change to the SPLIT-TRIMESTER CALENDAR would result in no appreciable savings for a period of 10 years or more, how would you feel about changing to this calendar from the present school calendar?

Classification	Support	Not Support	Need More Information
Total Population	34%	41%	20%
Pre-School Parent	34%	41%	22%
Not Pre-School Parent	34%	42%	19%
Parochial School Parent	24%	52%	24%
Not Parochial School Parent	34%	41%	19%
Ann Arbor Elementary School Parent	20%	56%	20%
Ann Arbor Jr. High School Parent	18%	60%	17%
Ann Arbor Sr. High School Parent	19%	55%	20%
Total Ann Arbor Parents	22%	54%	20%
Not Ann Arbor School Parent	45%	30%	20%
Ann Arbor Property Owner	31%	45%	19%
Not Ann Arbor Property Owner	47%	25%	22%
Male	39%	40%	17%
Female	31%	42%	22%

348

Ann Arbor Public Schools - Analytical Tables for Citizens

46. If the average homeowner (market value of house is $24,000) in the Ann Arbor Public School District could save about $20 annually on school taxes as a result of a change to the SPLIT-TRIMESTER CALENDAR, would you consider this saving important enough for you to support this plan?

Classification	Support	Not Support	Need More Information
Total Population	26%	57%	11%
Pre-School Parent	26%	60%	9%
Not Pre-School Parent	27%	55%	11%
Parochial School Parent	24%	57%	14%
Not Parochial School Parent	26%	57%	11%
Ann Arbor Elementary School Parent	16%	72%	7%
Ann Arbor Jr. High School Parent	18%	69%	7%
Ann Arbor Sr. High School Parent	21%	63%	10%
Total Ann Arbor Parents	19%	67%	7%
Not Ann Arbor School Parent	32%	48%	14%
Ann Arbor Property Owner	26%	57%	11%
Not Ann Arbor Property Owner	27%	55%	11%
Male	31%	53%	9%
Female	23%	60%	12%